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SCHEDULES IN CHART FORM FOR TRAINABLE CHILDREN IN ORIENTATION, PRIMARY, AND INTERMEDIATE GROUPS SHOW TOPIC AREAS AND ACTIVITIES ALONG WITH INSTRUCTIONAL MATERIALS AND SUGGESTIONS. AT THE TERMINAL-SECONDARY LEVEL, THE VOCATIONAL PROGRAM IS DISCUSSED AND DAILY SCHEDULES AND WEEKLY UNITS FOR YEARLY PLANNING ARE PRESENTED. TOPIC AREAS, ACTIVITIES, INSTRUCTIONAL MATERIALS, AND SUGGESTIONS ARE OUTLINED FOR TERMINAL-SECONDARY UNITS ON HOMEMAKING AND GOOD GROOMING. THE SAN FRANCISCO SOCIAL COMPETENCY SCALE WHICH EVALUATES SELF-HELP, INITIATIVE-RESPONSIBILITY, SOCIAL SKILLS, AND COMMUNICATION IS INCLUDED. THE GUIDE ALSO INCLUDES SAMPLE STUDENT EVALUATION FORMS AND LISTS OF SUGGESTED FACILITIES, EQUIPMENT, AND INSTRUCTIONAL MATERIALS. (MY)

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STOCKTON
UNIFIED
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DISTRICT

EC 000 078

CURRICULUM GUIDE

TRAINABLE RETARDED

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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CURRICULUM GUIDE

TRAINABLE RETARDED PROGRAM

Donald R. Sheldon, Superintendent of Schools

Curriculum Bulletin No. 132
Stockton Unified School District
Stockton, California
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FOREWORD

This Curriculum Guide will fill a long-felt need for something tangible and concrete to help the beginning teachers of severely mentally retarded. It should also serve as a handy reference for the more experienced teachers in this comparatively new field of public school education.

This handbook is a cooperative effort of all the teachers now serving the trainable mentally retarded and of several who are no longer in Stockton. Under the able leadership of Don F. Evans, Consultant in Special Education, the committee worked many hours in its preparation. As in most undertakings of this kind, perhaps the greatest benefit from this Curriculum Guide is to those who worked together to create it.

R. M. V. Walton
Roger M. V. Walton, Coordinator
Pupil Personnel Services

Approved: Sheldon
Superintendent of Schools

INTRODUCTION

A program for the trainable retarded in Stockton Unified School District has been in existence since the fall of 1954. Mrs. Josephine McClintock and Mr. Robert Murray were the first teachers. It was through their capable leadership, tolerance for inconvenient conditions, and understanding of pupil-parent problems that the school program was successfully initiated.

There has been considerable growth take place from the first "rented house stage" of twelve pupils to the present school-sheltered workshop arrangement that helps to plan and provide for the future of eighty-four pupils now enrolled. Unquestionably, one of the major reasons for this development is the team-like efforts of those who have been associated with the school program for the past eight years.

The teachers have created an atmosphere that is conducive to the attainment of habitation. To do this they have extensively contributed lesson plans, activities, schedules, and practical materials that have been classroom tested. The following were on the in-service committee which prepared the materials for this guide.

Edith Bentley, Head Teacher, Intermediate Group
Olevia Griffieth, Teacher, Primary Group
Josephine McClintock, Teacher, Orientation or Beginning Group
Joyce Harrison, Teacher, Terminal Program
Muriel Hartwig, Teacher, Terminal Program (home and community living)
Robert Murray, Vice-Principal

Recent additions to the staff who have contributed to the publication are:

James Fitch, Terminal Program (pre-vocational)
Elizabeth Lee, Teacher, Primary Group
James O'Brien, Teacher-Supervisor at the Training Center-Sheltered Workshop
Sheila Woolcock, Teacher, Orientation or Beginning Group

The value of this curriculum guide will be determined by those who use it and the results obtained thereby. To all those who helped develop a curriculum worth describing - I wish to express my sincere appreciation.

Don F. Evans
Don F. Evans
Consultant in Special Education

PHILOSOPHY OF STOCKTON UNIFIED SCHOOL DISTRICT

American Way of Life

WE BELIEVE that our schools should perpetuate the cherished American qualities and traditions of the past and relate these to the constantly changing conditions of the complex world in which we live; that they should direct the development of all children toward an understanding and appreciation of the privileges, opportunities, and responsibilities of our American way of life.

School Organization

WE BELIEVE that our schools should be so organized and administered as to imbue children with the principles of democracy; that they should always treat with highest regard the dignity and worth of the individual.

Full Development of Child

WE BELIEVE that the primary purpose of education is to bring about the fullest possible development of each child. We are concerned with all aspects of growth--emotional, physical, intellectual, moral, aesthetic, and social.

Fundamentals

WE BELIEVE that it is essential to provide each child with the ability to use effectively the fundamental tools of learning, including speaking, reading, writing, spelling, and arithmetic; that it is also important to develop good study habits and scientific attitudes to provide opportunities for individual creativity, and to insure that each child finds satisfaction in work well done.

Relationships

WE BELIEVE that our schools should help each child establish mutually satisfactory relationships with his school, his associates, his home, and his community; that our schools should work cooperatively with all citizens of the community to achieve understandings and solutions of common problems.

Continuity of Learning

WE BELIEVE that balance and continuity in the educational program demand that the experiences for each grade grow out of the specific framework that has been developed by professional personnel working cooperatively with citizens of the community and adopted by the Board of Education; that individual teachers should select learning experiences within this framework that are suited to the needs of their students.

TEACHING PHILOSOPHY OF SPECIAL EDUCATION

WE BELIEVE that special education should be organized to educate the exceptional child to the extent of his individual capacities.

WE BELIEVE that special educators should be concerned for the needs of all children, normal as well as exceptional.

WE BELIEVE that in order to achieve the best educational possibilities and successful rehabilitation we need to work in close harmony with related fields and put into practice the team approach.

WE BELIEVE that education and rehabilitation of an exceptional child comes about when school, community, and home are making every effort to work together.

WE BELIEVE that special education teachers owe their first responsibility to the children and the school in which they serve.

WE BELIEVE that the school principal plays a key and vital role in the success of any special education program. The program needs the complete acceptance, efforts, enthusiasms, and understanding of the entire staff of the school district.

WE BELIEVE that if an exceptional child can be successfully integrated into a regular classroom we should be responsible for accomplishing this placement and to evaluate continually to assure proper school placement.

WE BELIEVE that programs for the physically handicapped and educable retarded children should be located on regular school grounds in an effort to foster integrated programs.

WE BELIEVE that special education should be aware that it is but one facet of the total process of rehabilitation.

WE BELIEVE that special education needs to promote constantly the understanding of the exceptional child to the community, home, and school.

WE BELIEVE that the question we need to keep constantly in front of us is what percent of the exceptional children in our community are we serving and what we can do to make a more complete program.

WE BELIEVE that we need to be aware that the exceptional child lives in a critical atmosphere and we must prepare ourselves to work effectively with it.

PROFILE OF A SPECIAL EDUCATION TEACHER

1. ---attends to individual differences and creates a school climate with this in mind.

2. ---is basically concerned with the education of all children.

3. ---is full credentialed with constant attention to periodic training in order to keep abreast with a rapidly changing profession.

4. ---attempts to understand the culture, family life, and feelings that each pupil has and uses this as a background for the educational world.

5. ---uses the services of others to the advantage of the pupil.

6. ---expresses and reflects an attitude that enriches and encourages pupils to live securely with what they have and have not.

7. ---learns the difference between the tasks that take a teacher and the acts that take a mother.

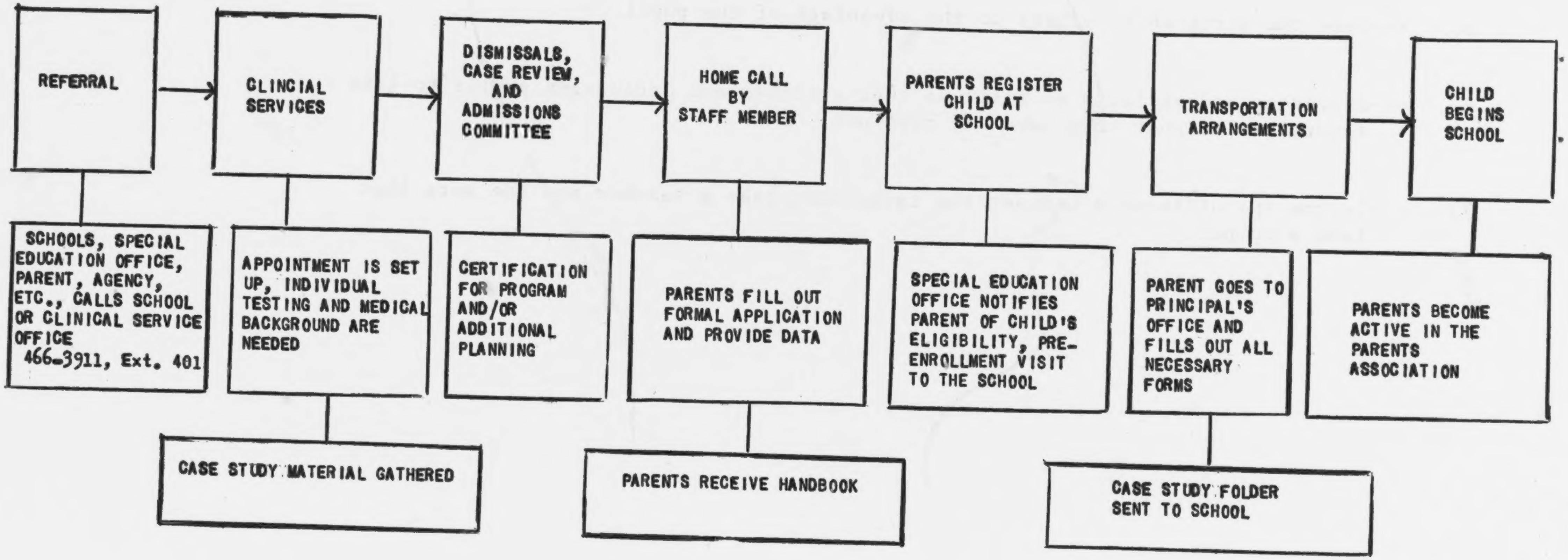
ADMISSIONS, CASE REVIEW, AND DISMISSALS COMMITTEE

The function of the Admissions, Case Reveiw, and Dismissals Committee for the Retarded is many fold. It approves the admission of a pupil to the program for the trainable retarded after evaluation of the psychological, social, educational, and medical background of the child. Eligibility is determined on the basis of individual mental tests, diagnostic evaluation, and upon recommendation of the school psychologists. Because of the complexities of training a severely retarded child not all children may be ready to adjust to a school program. Placement, therefore, is on a trial basis.

Pupils are periodically referred to the Clinical Services Office by their teachers in an effort to provide continual evaluation. The cases are then reviewed by the committee.

The committee is made up of school psychologists, principals, teachers, and others who may relate to the decision and planning. The Consultant for Special Education is chairman of the committee.

ADMISSIONS PROCEDURE FOR THE TRAINABLE RETARDED


REFERRAL
CLINCIAL SERVICES
DISMISSALS, CASE REVIEW, AND ADMISSIONS COMMITTEE
HOME CALL BY STAFF MEMBER
PARENTS REGISTER CHILD AT SCHOOL
TRANSPORTATION ARRANGEMENTS
CHILD BEGINS SCHOOL
SCHOOLS, SPECIAL EDUCATION OFFICE, PARENT, AGENCY, ETC., CALLS SCHOOL OR CLINICAL SERVICE OFFICE 466-3911, Ext. 401
APPOINTMENT IS SET UP, INDIVIDUAL TESTING AND MEDICAL BACKGROUND ARE NEEDED
CERTIFICATION FOR PROGRAM AND/OR ADDITIONAL PLANNING
PARENTS FILL OUT FORMAL APPLICATION AND PROVIDE DATA
SPECIAL EDUCATION OFFICE NOTIFIES PARENT OF CHILD'S ELIGIBILITY, PRE-ENROLLMENT VISIT TO THE SCHOOL
PARENT GOES TO PRINCIPAL'S OFFICE AND FILLS OUT ALL NECESSARY FORMS
PARENTS BECOME ACTIVE IN THE PARENTS ASSOCIATION
CASE STUDY MATERIAL GATHERED
PARENTS RECEIVE HANDBOOK
CASE STUDY FOLDER SENT TO SCHOOL

ENTRANCE REQUIREMENTS TO THE TRAINABLE RETARDED PROGRAM

The minimum functioning requirements for the admission of children to classes established under Education Code Section 6903 are based upon the California Administrative Code, Title V, Section 197. These criteria provide a minimum level of physical, mental, emotional, and social development for enrollment.

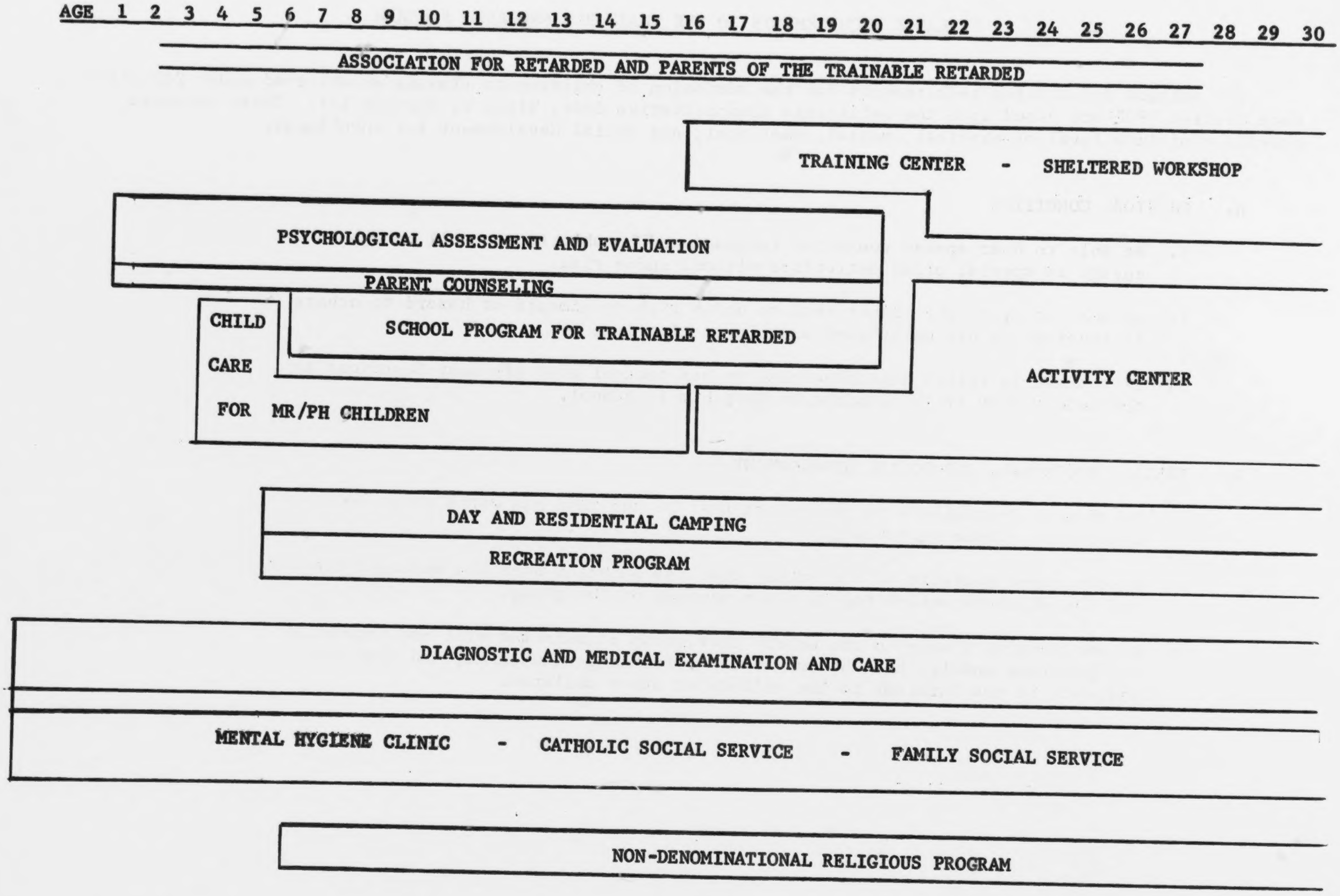
A. PHYSICAL CONDITION

1. Be able to hear spoken connected language and be able to see well enough to engage in special class activities without undue risk.
2. Be ambulatory to the extent that no undue risk to himself or hazard to others is involved in his daily work and play activities.
3. Be trained in toilet habits so that he has control over his body functions to the extent that it is feasible to keep him in school.

B. MENTAL, EMOTIONAL, AND SOCIAL DEVELOPMENT

1. Be able to communicate to the extent that he can make his wants known and understand simple directions.
2. Be developed socially to the extent that his behavior does not endanger himself and the physical well-being of other members of the group.
3. Be emotionally stable to the extent that group stimulation will not intensify his problems unduly, that he can react to learning situations, and that his presence is not inimical to the welfare of other children.

AVAILABLE SERVICES, FACILITIES, AND SEQUENTIAL PATTERN FOR EFFECTIVE USAGE



EDUCATIONAL GOALS FOR TRAINABLE RETARDED PUPILS

1. To learn the basic self-help tasks such as eating, dressing, and cleanliness and to teach the child how to protect himself from common dangers in the home, school, and community.

2. To develop adequate social competencies in the home and other environments with which he comes in contact.

3. To develop language abilities so that his ability to communicate with others is enhanced.

4. To achieve a measure of economic usefulness and to become as independent as possible.

DISCIPLINE AND ITS RELATIONSHIP TO INDEPENDENCE

Many visitors remark at the apparent lack of discipline problems in the program. Two facts should be made clear at the beginning. First, there are discipline problems and, second, creating an atmosphere conducive to effective training and education takes effort, structuring, planning, and skill. These are some of the principles and practices used in providing such a climate in which to learn.

Talking teamwork and practicing teamwork must be synonymous. When a pupil enrolls in the school he soon discovers that there are LIMITS. By structuring his environment he soon knows what he can do and cannot do. We believe that this provides a more secure setting - one in which the child can progress more rapidly toward his goals.

Seeing that a child behaves is everyone's business. If a pupil impulsively leaves the room, goes off in a different direction,tries to run away, pushes someone else, or in any other way misbehaves, the closest person to him takes action. The "he's not in my class" attitude will not work.

The atmosphere of the school is vitally important. There is no substitute for a positive attitude. When the school personnel realize and understand the goals of the program, the program becomes more than custodial care for the children. A summation of the school's approach to discipline is:

1. Team approach
2. Structured environment and setting limits
3. Positive attitudes
4. Understanding the goals of the program

CHILDREN'S ASSISTANTS FOR MENTALLY RETARDED

DEFINITION:

A person who, under supervision, performs custodial duties in the areas of Special Education which would include the physically handicapped and mentally retarded; assists in the care and feeding of physically and mentally handicapped children at schools where such children are taught; and does related work as required.

EXAMPLES OF DUTIES:

Dresses, undresses, toilets, assists with therapy; checks bathrooms, puts away toys and equipment, and gets children to and from therapy as scheduled. Assists children to and from buses; puts on braces and takes braces off children. Sweeps, mops, dusts, polishes walls, furniture, mirrors, plumbing fixtures; fills and collects from dispensers; empties waste containers. Sweeps, dusts, and cleans assigned classrooms and offices; cares for supplies and equipment; makes minor repairs to clothing; performs special custodial tasks when requested by faculty members.

DESIRABLE QUALIFICATIONS:

Knowledge of:	Modern cleaning methods and the use and care of cleaning materials and equipment
Ability to:	Use cleaning materials and equipment with skill and efficiency Perform manual labor Understand and follow a work schedule and oral or written instructions Work cooperatively with others
Experience:	None required
Education:	Equivalent to completion of the eighth grade

SUGGESTIONS AND PROCEDURES FOR AN ADEQUATE SCHOOL LUNCH PROGRAM

At the beginning of each school year, the principal explains to the parents of new pupils the part the school lunch program has as a part of the curriculum and training of the child. The noon meal provides the teacher with an excellent opportunity to plan for a variety of homemaking activities as well as for such routine tasks as setting the table. (See "Table Setting Pattern", page 113). The lunch program is a time when "family style" serving is employed to give pupils an opportunity to practice table manners, passing of food, and at the same time, improving the child's coordination.

Since the school lunch program is a comprehensive educational unit, covering elementary grade through secondary and terminal age children, it is necessary to anticipate the size portions to be served and the number of servings. The amount of food consumed by the older pupils will be governed by a great many factors - size, maturity, activity in physical education, and the work done at the sheltered workshop. A homemaking unit should be provided so that the menus can be prepared by the pupils in the school. Such a project would, of course, be a part of the curriculum.

The school lunch menus are run in the Stockton Record and are announced over the radio during the week prior to that when served. The following is a typical week's menu. It is a well-balanced meal and meets the nutritional needs of the children.

Monday	Meat in gravy, steamed rice, buttered tomatoes, celery sticks, peanut butter sandwiches, and cherry pie
Tuesday	Fried chicken, parsleyed potatoes, cranberry sauce, lettuce wedge with French dressing, hot bread, and chocolate pudding
Wednesday	Chili beans with meat, savory rice, buttered spinach, raw vegetable salad or molded salad, cinnamon bread, and fruit crumble
Thursday	Meat loaf with gravy, mashed potatoes, carrot sticks, cornbread, and pineapple
Friday	Grilled cheese sandwiches, escalloped tomatoes, marinated kidney or pinto beans on lettuce, bread, fruit, and cookies

THE SAN FRANCISCO SOCIAL COMPETENCY SCALE

The San Francisco Social Competency Scale[1] is included in the curriculum guide to give the classroom teacher additional guide lines to use in lesson planning and to serve in present and future curriculum studies.

The Stockton Unified School District approved and participated in the "Study of the Effects of Community and Institutional School Classes for Trainable Retarded Children." The project began on March 15, 1957 and continued through June 30, 1961. From this study there developed an increasing awareness of the educational needs of trainable retarded children and the rehabilitation processes by which limited independence may be obtained.

We extend our appreciation to the Co-Directors of the study, Leo F. Cain and Samuel Levine; Research Associates Irving Tallman, Freeman F. Elzey, and Lorraine Baker for the use of the San Francisco Social Competency Scale and their close working affiliations and for their interest and desire to evaluate and establish criteria with which to pursue better curricula to develop the potential of the trainable retarded.

---

[1] San Francisco Social Competency Scale Form X-3, used by permission

APPENDIX B
SAN FRANCISCO SOCIAL COMPETENCY SCALE
FORM X-3

SELF HELP

1. UNDRESSING
    1. Cannot undress self.
    2. Takes off most clothing but cannot unbutton or unzip.
    3. Takes off most clothing and can unbutton and unzip.
    4. Completely undresses self.

2. FOOD PREPARATION
    1. Cannot prepare simple food.
    2. Can prepare foods not requiring mixing or cooking (e.g., can make sandwiches such as cheese spread, peanut butter).
    3. Can prepare foods requiring mixing but not cooking (e.g., cold puddings, cold drinks).
    4. Can both mix and cook simple foods (e.g., jello, oatmeal).

3. MAKING BEDS
    1. Cannot make or undo bed.
    2. Can undo but cannot make bed.
    3. Can spread sheets and blankets on bed, but cannot tuck or put pillow in case.
    4. Can completely make bed, including tucking and putting pillow in case.

4. OPENING DOORS
    1. Cannot open door.
    2. Cannot open door requiring turning knob, but can push door open.
    3. Can open door when knob turning is required.
    4. Can open door and lock door with key.

5. EATING
    1. Cannot feed self.
    2. Can hold utensils but can use only spoon in feeding self.
    3. Successfully uses a spoon but sometimes spills with a fork.
    4. Feeds self with a fork and spoon without spilling.
    5. Can use spoon and fork and cut with knife in eating.

6. SERVING FOOD
    1. Cannot carry food without spilling.
    2. Can carry only solid foods without spilling.
    3. Can carry semi-solid foods without spilling.
    4. Can carry a pitcher or glass of liquid without spilling.
    5. Can carry and pour liquids without spilling (e.g., milk, juice, coffee).

7. USE OF KNIFE
    1. Cannot hold knife.
    2. Can hold knife but cannot use.
    3. Can spread butter or jam with knife.
    4. Can cut soft food such as sausage, hamburger patties, French toast.
    5. Can cup up meat if trimmed and removed from bone.

8. BLOWING NOSE
    1. Cannot blow nose.
    2. Can blow nose but usually needs wiping.
    3. Can blow nose but sometimes needs wiping.
    4. Can blow nose, including wiping.

9. BRUSHING TEETH
    1. Cannot hold toothbrush.
    2. Can hold toothbrush but cannot brush teeth.
    3. Can hold toothbrush, makes brushing motions, but does not brush properly.
    4. Can hold brush, apply paste and get to mouth, but must be aided in actual brushing.
    5. Can brush teeth unaided.

10. SWEEPING
    1. Cannot sweep floor.
    2. Can sweep floor where there are no obstructions; unable to pickup dirt in dustpan.
    3. Can sweep under desks or tables but cannot pickup dirt in dustpan.
    4. Can sweep under desks or tables and can pickup dirt in dustpan.

11. **REMOVING OUTER CLOTHING**
1. Cannot take off outer clothing.
2. Can take off outer clothing such as coats and jackets.
3. Can take off outer clothing such as shirts, pull-over sweaters, blouses, shoes, etc.
4. Can remove all outer clothing, including undoing back buttons, belts, etc.

13. **DRESSING**
1. Cannot put on any clothing.
2. Can put on clothing but cannot button or zip.
3. Can put on most clothing and can button and zip.
4. Dresses completely except for shoe tying and rain shoes.
5. Completely dresses self, including shoe tying and rain shoes.

15. **FOLDING ARTICLES**
1. Cannot fold any laundry items.
2. Can fold washcloths, towels and pillowcases with help.
3. Can fold washcloths, towels and pillowcases without any help.
4. Can fold washcloths, towels and pillowcases without help, and sheets, blankets, and bedspreads with help.
5. Can fold all of above items without help.

17. **CLEANING UP**
1. When cleaning up spilled liquid he smears over larger area, making a bigger mess.
2. Blots up some liquid, but job must be completed by someone else.
3. Blots up liquid but area requires finishing touches by someone else.
4. Cleans up liquid and does not require someone to finish job.

12. **CARE OF FINGERNAILS**
1. Cannot clean or file fingernails.
2. Can clean nails with better hand but needs help with other hand.
3. Can clean nails on both hands.
4. Can clean and file nails on both hands.

14. **PASSING FOOD**
1. Cannot pass food.
2. Can pass bowls with solid food only.
3. Can pass plates with solid food only.
4. Can pass bowls with liquid or semi-solid food.
5. Can pass all items, including platters and trays with food on them.

16. **CARE OF SHOES**
1. Cannot wipe shoes.
2. Can wipe shoes but cannot brush or polish.
3. Can wipe and brush shoes but cannot polish.
4. Can clean, brush and polish shoes.

18. **WASHING HANDS AND FACE**
1. Although the child goes through the motions of washing hands and face, they must be redone by someone else.
2. After washing hands and face they must be partially redone by someone else.
3. Usually washes hands and face so they do not need redoing, but child needs to be checked each time.
4. Can wash hands and face without having to be checked.

19. DRESSING
   1. Cannot put on any clothing.
   2. Usually someone else must partly redo and complete the job (e.g., button correctly, put shoes on proper feet).
   3. Adult must check job and frequently adjust clothing.
   4. Job must be checked by someone else and necessary adjustments made by the child.
   5. Dresses self adequately without having to be checked.

21. CLEARING TABLE
   1. Cannot clear table of unbreakable dishes.
   2. Can clear table of unbreakable dishes and silverware but cannot scrape dishes and stack.
   3. Can clear table of breakable dishes, glassware and silverware, but cannot scrape dishes and stack.
   4. Can clear table, scrape and stack breakable dishes for washing.

23. CLEANING DISHES
   1. Cannot stack or scrape dishes.
   2. Can stack dishes but cannot scrape.
   3. Can stack and scrape but cannot wash dishes.
   4. Can wash and dry dishes.

20. DOING TASKS
When child indicates he is through with a task:
   1. It must be completely redone by someone else.
   2. It must be partly redone by someone else.
   3. It is usually done adequately but someone else needs to check on how well it is done.
   4. There is no need to check because the child adequately carries out task.

22. PUTTING ON SHOES
   1. Cannot put on shoes.
   2. Can put on shoes and pull laces tight.
   3. Can put on shoes and make first part of the knot.
   4. Can put on shoes and tie bow.

INITIATIVE-RESPONSIBILITY

24. TOILETING
   1. Does not wipe self.
   2. Sometimes wipes self.
   3. Usually wipes self.
   4. Nearly always wipes self.

25. KEEPING NOSE CLEAN
   1. Does not keep nose clean.
   2. Sometimes cleans nose.
   3. Usually cleans nose.
   4. Nearly always cleans nose.

34. **HANGING UP CLOTHES**
1. Does not hang up clothes without being told.
2. Sometimes hangs up clothes without being told.
3. Usually hangs up clothes without being told.
4. Nearly always hangs up clothes without being told.

35. **CLEANING UP SPILLED LIQUIDS**
1. Does not clean up after having spilled liquids (e.g., soup, water, paint).
2. Sometimes cleans up spilled liquids.
3. Frequently cleans up spilled liquids.
4. Nearly always cleans up spilled liquids.

36. **DRESSING**
1. Does not initiate dressing.
2. Sometimes initiates dressing.
3. Frequently initiates dressing.
4. Nearly always initiates dressing.

37. **CLEANING UP MESS**
1. Does not take initiative in cleaning up own mess.
2. Sometimes takes initiative in cleaning up own mess.
3. Frequently takes initiative in cleaning up own mess.
4. Nearly always takes initiative in cleaning up own mess.

38. **OFFERING ASSISTANCE**
1. Does not offer assistance to others.
2. Sometimes offers assistance to others.
3. Frequently offers assistance to others.
4. Nearly always offers assistance to others.

39. **ANSWERING TELEPHONE**
1. Does not take initiative in answering telephone.
2. Sometimes takes initiative in answering telephone.
3. Frequently takes initiative in answering telephone.
4. Nearly always takes initiative in answering telephone.

SOCIAL SKILLS

40. **TELLING TIME**
1. Cannot tell time.
2. Can tell time to nearest hour.
3. Can tell time to nearest half hour.
4. Can tell time to nearest quarter hour.
5. Can tell time to nearest five minutes.

41. **SHARING**
When other children wish to share his favorite toy he:
1. Watches passively or cries.
2. Protests.
3. Shares if both play together with the toy, but otherwise does not share.
4. Shares, sometimes giving permission for others to play separately with toy.
5. Shares, frequently giving permission for others to play with the toy.

42. TRAFFIC SIGNS
1. Does not understand traffic signals or signs.
2. Understands a few traffic signs which do not require reading.
3. Understands most traffic signs which do not require reading.
4. Understands a few traffic signs which require reading.
5. Understands many traffic signs which require reading.

44. ANSWERING DOOR
1. When doorbell rings or there is a knock, child does not answer door.
2. Answers doorbell or knock, does not take message, does not call the appropriate person.
3. Answers door and calls appropriate person, but does not take messages.
4. Answers door, calls appropriate person, and when required, relays simple message such as, "Mr. A was here."

46. RESPECTING PROPERTY RIGHTS
1. Takes others' property even though he is told what belongs to him or to others.
2. Asks permission to use others' property, but does not return property to owner when he is through.
3. Asks permission to use others' property and will occasionally return property to owner.
4. Asks permission to use others' property and nearly always will return property to owner.

43. BORROWING-VOLUNTEERING
1. Frequently takes object when in use by others; does not permit use of his objects by others;
2. Takes others' objects when not in use; does not permit use of his objects by others.
3. Asks permission to use objects and, when asked, will permit others to use his objects.
4. Asks permission to use objects and volunteers use of his objects to others.

45. JOINING IN PLAY
1. Does not join others in play.
2. Sometimes joins others in play.
3. Frequently joins others in play.
4. Nearly always joins others in play.

47. PLAYING WITH OTHERS
1. Usually plays by self.
2. Plays with others but limits play to one or two children.
3. Occasionally plays with a larger group (three or more children).
4. Usually plays with a larger group (three or more children).

48. HELPING OTHERS
1. Never helps other children.
2. Helps other children only when they are playing together.
3. Sometimes stops his own play to help another child.
4. Usually stops his own play to help another child.

50. TELEPHONE
1. Cannot answer telephone.
2. Answers telephone, but unable to take message and/or call appropriate person.
3. Answers telephone, calls appropriate person. Cannot take message.
4. Answers telephone, calls appropriate person and takes messages.

52. GOING ON ERRANDS
1. Cannot be sent on errands to other people.
2. Can be sent on errands with note to other people.
3. Can be sent on errands without note if only one object is desired.
4. Can be sent on errands without note if not more than two objects are desired.

54. ATTENDING TASKS
1. Pays attention to tasks if time does not exceed five minutes.
2. Pays attention to tasks if time does not exceed ten minutes.
3. Pays attention to tasks if time does not exceed fifteen minutes.
4. Pays attention to tasks if time does not exceed twenty minutes.
5. Pays attention to tasks even if time exceeds twenty minutes.

49. CARE OF SELF
1. Adult must be with or near child at all times.
2. Child can be left alone in his own room with adult in the house.
3. Child can be left in house but adult must be close by (e.g., in the yard)
4. Child can be left alone in the house while adult visits neighbor or goes to store (short period, 20-30 minutes).

51. FREEDOM OF MOVEMENT
1. Does not go out of house or yard alone.
2. Goes out alone in the immediate area of the house.
3. Goes freely on his own block but does not cross any streets.
4. Goes several blocks alone.

53. BEHAVIOR IN PUBLIC
1. Cannot be taken to public places because he cries, becomes restless, or frightened, etc.
2. Can be taken to public places but must be held by hand or given constant reassurance.
3. Can be taken to public places but sometimes requires reassurance.
4. Can be taken to public places and seldom, if ever, requires reassurance.

COMMUNICATION

55. **DELIVERING MESSAGES**
1. Cannot deliver messages by gesture or other means.
2. Can deliver a simple message by gesture only (one thought or action).
3. Can deliver a simple message verbally.
4. Can deliver a more complex message verbally (more than one thought or action).

56. **ANSWERING QUESTIONS**
When asked a question he:
1. Does not respond
2. Responds by nodding, pointing, or other gesture.
3. Responds by combination of gesture and speech, but oral response is limited (e.g., yes, no, etc.)

57. **RELATING OBJECTS TO ACTION**
1. Cannot name objects in pictures or story.
2. Can name objects and people in pictures, but cannot indicate actions.
3. Can relate objects to action but unable to connect actions into a story.
4. Can connect actions in a picture to tell a story.

58. **INDICATING WANTS**
At the table he:
1. Does not indicate his wants.
2. Indicates his wants by gesture.
3. Indicates his wants by saying, "I want that.", etc. (does not name food or object).
4. Indicates his wants by specifically naming food or object (e.g., "Pass the potatoes", or "I want the spoon").

59. **REPEATING**
1. Cannot repeat sounds or words made by others.
2. Can repeat sounds made by others.
3. Can repeat most words made by others.
4. Can repeat complete sentences made by others.

60. **USE OF LANGUAGE**
1. Says no words -- gestures only.
2. Says a few specific words (e.g., water, mother, father). Does not use sentences.
3. Speaks in complete sentences (e.g., "I want a drink", "I want a toy", etc.).
4. Speaks in more complex sentences, connecting a number of actions or statements.

61. **SHARING**
1. Does not indicate, even by gesture, that he wants someone to share something with him.
2. He indicates only by gesture that he wants someone to share something with him.
3. He indicates by gesture and limited speech but does not name object (i.e., "I want", "Give me").
4. Indicates that he wants someone to share with him by naming the object.

62. **SPONTANEOUS SPEECH**
1. Rarely speaks spontaneously in group situations, even when question is directed to him.
2. Responds in group situation only if question or command is directed to him.
3. Sometimes speaks spontaneously in a group situation.
4. Usually speaks spontaneously in a group situation.

63. **FOLLOWING INSTRUCTIONS**
1. Cannot follow familiar instructions.
2. Can carry out one familiar instruction.
3. Can follow new instructions given one at a time, as well as familiar ones.
4. Can follow several new instructions given at a time as well as familiar ones.

65. **INDICATING DISLIKES**
1. Cannot indicate dislike by gesture or other means.
2. Can indicate whether he likes an object offered him, but is unable to indicate by any means what he wants.
3. Indicates his dissatisfaction with object offered him and can indicate by gesture what he wants.
4. Verbally states his dissatisfaction with object and specifically requests what he wants.

67. **IDENTIFICATION**
1. Can state first name only.
2. Can state full name.
3. Can state full name and address.
4. Can state name, address and telephone number.

69. **PLAYING WITH OTHERS**
1. Does not ask to play with other children.
2. Indicates by gesture his desire to play with other children but does not name people or activity.
3. States his desire to play with other children but does not name people or activity (e.g., "I want to play.").
4. States his desire to play with others, naming people and/or activity (e.g., "I want to play ball with John", or "I want to jump rope with Mary.")

64. **SPEAKING TO ADULTS**
1. Does not speak to adult friends or adults visitors.
2. Speaks only to close friends or the family.
3. Speaks to adult visitors if he has met them before.
4. Speaks to most adult visitors, even if he has not met them before.

66. **CLARITY OF SPEECH**
1. Communicates by gesture only.
2. Can speak, but speech is frequently indistinct.
3. Speech is somewhat clear but is occasionally indistinct.
4. Speech is generally clean and distinct.

68. **GOING PLACES**

When he wishes to go someplace:
1. Indicates by gesture only.
2. Indicates by using simple words (e.g., "zoo", "store").
3. Indicates by using short phrase (e.g., "go store", "go zoo").
4. Indicates by using complete sentences.

70. **COMMUNICATING UNHAPPINESS**

When unhappy he:
1. Cries or runs away without explaining reason for his unhappiness.
2. Kicks or screams at offending object.
3. Seeks help by crying and searching out an adult, but is unable to explain his unhappiness.
4. Expresses his feelings and the cause of his unhappiness.

71. ANSWERING DOOR

1. Does not gesture or speak, just stands there.
2. Indicates that someone is at the door by gesture only.
3. Indicates that someone is at door by gesture and limited speech (i.e., "Man there").
4. Indicates that someone is at door by using complete sentence.

72. BREAKING OBJECTS

After he has broken something he indicates what has happened by:

1. Crying.
2. Pointing to the broken object.
3. Saying, "I broke it", or "I broke the glass", etc. (names object).

SUGGESTED FACILITIES, EQUIPMENT, INSTRUCTIONAL MATERIAL AND SUPPLIES FOR TRAINABLE RETARDED

Classroom Facilities

Size: it is recommended that 60 square feet of space per child be allowed.

Location: so that needs of multiple handicapped can be met.

Sink and Counter: running water, both hot and cold, are necessities in order to develop properly the activities centering around economic usefulness and self-care.

Toilets and Lavatories: activities centering around good grooming and self-help in personal habits make it imperative that toilets and lavatories be in close proximity to the classroom.

Electrical Outlets: at least one on each side of the room is needed.

Storage Space: open shelves, closed cupboards and bins for toys, books, paper, clay, lumber, tools, concrete articles, etc. are needed. In addition to coat closet space, individual bins should be provided for each pupil's use so that he can get and put away his own belongings. Importance of keeping things orderly is part of the training provided.

Teachers need an area for maps, records, and instructional supplies.

Bulletin Boards and Black Boards: the amount of space devoted to this type of equipment depends upon the class makeup.. Older groups should have considerably more area devoted to this type of equipment.

Use of Room: Routine and consistency are two cardinal principles with these children. For these reasons the room cannot be shared by another group either during the day, after school, or over the week-end. It is impossible for a teacher to develop a suitable training program when equipment and supplies are being used and disarranged by others.

Playground Area

The playground area should be large enough to provide for several group activities and organized games at the same time.

EQUIPMENT

flag
1 filing cabinet
1 stapler
1 phonograph, 3 speed
movable divider screens
1 paper cutter

EQUIPMENT (Continued)

1 kiln
1 full-length mirror
aquarium, terrarium or animal cages
broom, mop, dustpan
1 piano
1 double painting easel
12 stacking cots or resting pads
First Aid Kit
1 long work or project table
1 tape recorder (for school)
1 16 mm sound projector (for (school)

INSTRUCTIONAL MATERIALS AND SUPPLIES

toy store equipment
service station
children's housekeeping set
child size kitchen equipment
postal station
farm set
ring toss game
hollow building blocks
hammer and peg board
wooden inset puzzles, varying difficulty
interlocking play block toys
dolls
doll furniture
doll house
doll buggy
doll bed
sewing cards
knitting frames
knitting spools
yarn, wool
buttons, thimbles, needles, assorted sizes and colors
picture puzzles
lacing and typing frame
play money
wooden and plastic beads for stringing
shoe button beads and elastic for stringing
colored spools
toy telephone
dress up clothes
clock dial with movable hands
zipper and button boards
botton pictures
T-tiles and fiberboard
rhythm band instruments (bells, tambourines, triangles, drums, cymbals, sand blocks, rhythm sticks)
design blocks
rubber molds, casting powder
small play blocks, asst. sizes
abacus counting frame
looms for making hot pads
jersey loops
leather craft materials
cloth for sewing
plastic containers-1/2 pint, 1 pint, 1 quart
bean bags
assorted children's records
simple lotto games
peg boards
scales
educational thermometer
water color sets
water color brushes
weaving mats with wooden slats
colored construction paper
white drawing paper
poster paints
finger paints
chalk, white and colored
paste, glue
modeling clay
colored pencils
crayons, thick and thin
finger paint paper
poster paper
paper plates for painting
paper cups
paper straws
plastic straws
paper clips
cord, twine, thread
oak tag paper
heavy wrapping paper
pipe cleaners, asst. sizes and colors
scotch tape
thumb tacks
rubber bands, asst. sizes
paper towels
tape measure
yard sticks
scissors and carrying rack
12" rulers
paper punch
brass fasteners, round head

PLAYGROUND EQUIPMENT

large pipes or similar objects for climbing through, over, around, under and exploring

1 slide
1 sandbox

1 jungle gym
1 balance bar

PHYSICAL EDUCATION EQUIPMENT

tumbling mats
indoor social games
jumping ropes
soccerballs

softballs
footballs
basketballs
utility balls, rubber, asst. sizes

whistles
rubber bases, 1 set
baseball bats

INDIVIDUAL PUPIL NEEDS

toothbrush
toothpaste
washcloth
hand towel

facial tissue
nail file
drinking glass
apron

comb
deodorant
soap
change of clothing (optional)

DAILY SCHEDULES FOR TRAINABLE RETARDED

SCHEDULE FOR TRAINABLE RETARDED
Orientation Group

School__________________ School Month ____________ Week__________ Teacher________________

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-9:10	Opening Exercises (outdoors)		Roll Call	Flag Salute	Lunch Money
9:10-9:25	Greeting Song	Opening Exercises (inside)		Sharing Time	Oral Activities
9:25-9:35	----------------	----------------	Rhythms	----------------	----------------
9:35-9:45	Numbers and Identification	Health and Safety	Numbers and Identification	Health and Safety	Numbers and Identification
9:45-9:50	---------------	Toilet Routine	-----------------	Good Habits	------------------
9:50-10:15	----------------	----------------	Arts and Crafts	----------------	----------------
10:15-10:35	--------------	Recess and Games	------------------	Sharing With Other Groups	-----
10:35-10:55	----------------	----------------	Rest (Music)	----------------	----------------
10:55-11:00	----------------	Toilet Routine	------------------	Good Habits	------------------
11:00-11:25	-----------------	Lunch	--------------------------	Manners	---------------------
11:25-11:45	----------------	----------------	Music	----------------	----------------
11:45-11:55	--------------	Story Time	-------------------------	Goodbye Song (Red Record)	----
11:55-12:00	-------- Preparation and Cleanup		------------- Coats	--------- Go To Bus	----------

SCHEDULE FOR TRAINABLE RETARDED
Primary Group

School______________ School Month__________ Week_______ Teacher______________

HOUR	SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
11:30-11:35	Buses Arrive	Teacher and Children's Assistant meet buses. Children get help in taking off coats or jackets before entering cafeteria.				
11:35-11:55	Lunch	Teacher and Children's Assistant supervise lunch program. Table manners, self-help, proper handling of utensils, etc., are emphasized.				
11:55-12:00	Bathroom	Children's Assistant supervises bathroom routine (washing hands, etc.). Teacher readies other children for brushing teeth.				
12:00-12:20	Brush Teeth	Teacher supervises brushing teeth. Emphasis on proper method of brushing teeth and cleanliness stressed.				
12:20-12:25	Line Up for Exit	Class assembles for line-up routine. Class and teacher start back to classroom in orderly manner.				
12:25-12:40	Class Opening	Flag salute; one familiar song. Discuss lunch menu and balanced meals. Discuss what the class will be doing for remainder of school day. Sharing time.				
12:40-1:00	Readiness Period	Number and color concepts. Class works with flannel board, cut out construction paper numbers, objects brought from home, etc. Counting in concrete forms, using familiar objects or persons. Tracing numbers, etc.				
1:00-1:15	Language Arts	Story read aloud to class by teacher. Class might have puppet show, re-enact the story on flannel board or with paper figures. Speech training.				
1:15-1:30	Outdoor Activity	Class is taken out to courtyard by teacher for organized games and for free play with outdoor equipment.				
1:30-1:55	Bathroom and Rest Period	Class is taken to bathroom by Children's Assistant and teacher. Supervised washing period. Class is taken back to room for rest period (on mats).				
1:55-2:15	Art and Music	Individuals choose puzzles, records, rhythm band instruments, story, painting, or free-hand drawing. (Working with clay and the playhouse are the most popular with most children.) Training in proper usage of the various art materials.				
2:15-2:25	Evaluation	Teacher helps class evaluate day's work. What did we do? Did we enjoy doing it? What would we like to do tomorrow?				
2:25-2:30	Dismissal	Five minutes allowed for passing out notes, putting on coats and jackets and lining up to go to the bus.				

SCHEDULE FOR TRAINABLE RETARDED

Primary - Intermediate Group

School______________ School Month____________ Week________ Teacher______________

HOUR	SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:40- 8:45	Buses Arrive	Children are met at front door and lunches are taken to cafeteria.				
8:45- 9:00	Opening Exercises	Children hang coats and jackets on hangers. While children are at circle take count for attendance and lunches.				
9:00- 9:20	Language	Flag salute and opening song		--------	Weather discussion	----------
9:20- 9:35	----------	----------	Number Concepts	----------	----------	----------
9:35- 10:00	----------	----------	Readiness	----------	----------	----------
10:00- 10:05	----------	----------	Bathroom	----------	----------	----------
10:05- 10:30	----------	----------	Games	----------	----------	----------
10:30- 10:40	----------	----------	Rest (at tables, heads down)	----------	----------	----------
10:40- 11:00	----------	Literature	----------	Get Ready For Lunch	----------	----------
11:00- 11:30	Lunch	Good Manners -- Serving Procedures -- Scrape Trays -- Clean-Up				----------
11:30- 11:45	----------	Bathroom	---------- Wash Up	----------	Brush Teeth	----------
11:45- 12:45	Rest Period	Mats on floor, towels for covers; absolute quiet, music by phonograph record				
12:45- 1:00	----------	----------	Song or Story	----------	----------	----------
1:00- 1:10	----------	Bathroom	---------- Drink	----------	Back To Room	----------
1:10- 1:45	----------	----------	Activity Period	----------	----------	----------
1:45- 1:50	Evaluation Period	----------	What did we do? Were we good workers?			----------
1:50- 2:00	Fun Time	----------	Free Activity Period	----------	----------	----------
2:00- 2:10	Dismissal	Clean up and get ready to go home. Pass out notes, papers; put on coats and jackets and line up for buses.				

SCHEDULE FOR TRAINABLE RETARDED

Intermediate Group

School____________ School Month____________ Week__________ Teacher______________

HOUR	SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:40- 9:00	Buses Arrive	Teacher meets buses as they unload; choice of games, puzzles, etc.				
9:00- 9:15	Opening Exercises	Flag Salute, singing of "America". Roll Call. Collection of lunch money, count for milk and lunch (name child to serve as "counter").				
9:15- 9:30	----------	----------	Oral Activities Communication Speech Development Speech Drill Listening	----------	----------	----------
9:30- 10:00	----------	----------	Language Arts Story Time - Holiday Stories Films, Filmstrips	----------	----------	----------
10:00- 10:05	----------	----------	Bathroom and Lavatory Training	----------	----------	----------
10:05- 10:25	Directed P.E.	------	Organized Outdoor Games	----------	----------	----------
10:25- 10:30		Bathroom and Lavatory Training		Wash Hands		
10:30- 10:55	----------	----------	Number Development Vocabulary Building Identification	----------	----------	----------
10:55- 11:00	----------	----------	Clean Up and Prepare for Lunch	----------	----------	----------
11:00- 11:30			Lunch at Assigned Tables Table Manners			
11:30- 11:45	----------	----------	Bathroom and Training on Brushing Teeth	----------	----------	----------
11:45- 12:00	----------	----------	Finish up work projects left from morning Evaluation of morning's work	----------	----------	----------
12:00- 12:15	----------	----------	Rest Period	----------	----------	----------
12:15- 12:35	----------	----------	Relief Period	----------	----------	----------
12:35- 12:40	----------	----------	Put Away Blankets and Clean Up	----------	----------	----------

(Continued, page 30)

SCHEDULE FOR TRAINABLE RETARDED
Intermediate Group (Continued)

HOUR	SCHEDULE	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:40- 1:10	----------------------------------		Social Development Health Science Safety Current Events Auditory and Visual Discrimination		Use practical events that pertain to the life of the retarded.	
1:10- 1:30	Music	-----------	Rote Singing Rhythm Bands Rhythm Singing Games Folk Dancing	--		
1:30- 1:50	Directed Creative Art	Free choice when directed activity is completed: Puzzles, Blocks, Clay, Crayons, Beads, and Games				
1:50- 2:00	Clean Up	Evaluation of day's work; suggestions for next week. Training in putting on outer garments and gathering up possessions. Distribution of notes, etc.				

CURRICULUM OUTLINES FOR:

Orientation or Beginning Groups

Beginning Primary Group

Intermediate Group

ORIENTATION OR BEGINNING GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
9:00- 9:15	**Opening Exercises**	
	Flag Salute	Flag salute can be done prior to coming into school
	Roll Call	Registers or Class Enrollment Sheets
	Collection of lunch money	Room Organizer (cardboard folder for tickets)
	Routine Tasks: Hang up coats and jackets Announcements, etc. Close doors, etc.	Helper Chart
	Greeting Songs (See Appendix)	1. "The More We Get Together" 2. "Clap Your Hands" 3. "Where Is ____________?" 4. "Here We Go Walking Round and Round"
	Finger Plays: (See Appendix)	1. "A Ball For Baby" 2. "Open, Shut Them" 3. "Two Little Blackbirds" 4. "Follow The Leader" 5. "Busy Windshield Wiper" 6. "This Piggy Went To Market" 7. "Eency, Weency Spider" 8. "Sometimes I'm Tall"

(Continued)

TEACHER'S COMMENTS

ORIENTATION OR BEGINNING GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
9:00- 9:15	Action Songs (See Appendix)	1. "My Hands Upon My Head" 2. "My Head, My Shoulders, My Knees, My Toes"
	Exploring and Sharing Time Seasonal experiences Texture and identification of items Self Image	1. Halloween Experience: Pumpkin: Hold it, touch it, tell what it is. Say the word "pumpkin". 2. Leaves: Pass leaves around the circle, feel them, talk about the color. 3. Fruits and Vegetables: Identify them, pass around the circle, feel, smell them, talk about color, texture and taste.
9:15- 9:20	Choosing Time	Children choose activity they wish to explore during the next period.
9:20- 9:40	Work Activities	
	A. Children may work individually with a variety of coordinated activities	Doll house, blocks, puzzles, crayons, easel paints, peg boards, beads, trucks
	B. Special Projects	1. Gingerbread Man: Teacher cuts out the form of the man. Children paste forms on poster paper.

(Continued)

TEACHER'S COMMENTS

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
9:20- 9:40	Work Activities (Continued)	2. Mosaics: Children paste scraps of colored paper on sheet of white poster paper. 3. Halloween: Ice Cream Carton Masks Use 2-1/2 gallon size ice cream carton. Put on child's head, measure eyes, nose, and mouth. Cut out parts. Paint with tempera and decorate.
	Individual help with cutting, building, assembling, painting, coloring, and stringing	Work with two children at a time. Aid from the Children's Assistant is necessary.
9:40- 9:45	Cleanup and Evaluation A. Training in replacing all materials and objects used in work activity	Scissors, colored paper, blocks, paints, crayons, beads, and puzzles
	B. Evaluation of projects that have been completed and objects that have been made. Show and discuss.	
9:45- 10:10	Physical Education Supervised play in play yard	Coordinating Exercises: Bouncing large ball, rolling ball, slides, climbing and sitting, monkey bars, swings, hoola hoops, hopping, running, walking, jumping, sand box, balance bar, wagons, tricycles, wheel toys, digging, pouring, carrying

TEACHER'S COMMENTS

ORIENTATION OR BEGINNING GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
10:10- 10:20	Bathroom Training Self-help training	Lavatory, wash hands, toilet training
10:20- 10:40	Rest Period	Rest on mats Collect mats, place on tables, put away
10:40- 10:50	Monday Use records and record player	1. Singing Games: "Did You Ever See A Lassie?" "Mulberry Bush" "Big Gray Cat" "I'm Dressing Myself" "I'm A Little Teapot"
	Tuesday Creative Rhythms	1. Folk Dance: "Hokey Pokey" 2. Fundamental Rhythms: Elementary Rhythms by Phoebe James Walking Through by Ruth Evans
	Wednesday Filmstrips: Use filmstrips and projector Unit: Pets and Farm Animals	Use films related to Social Living Units: Zoo, circus, pets, farm animals, home, and family 1. Filmstrips "Fluffy, the Chick" "Little Red Hen"

(Continued)

TEACHER'S COMMENTS

ORIENTATION OR BEGINNING GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS	
10:40- 10:50	**Wednesday** (Continued)	2. Records:	"Little Red Hen"
		3. Songs:	"Old MacDonald Had A Farm" "Baa, Baa, Black Sheep" "Getting Up Song"
		4. Stories:	"Three Little Pigs" "Little Red Hen"
		5. Finger Plays:	"This Little Pig" "Two Little Blackbirds" "Five Little Kittens" "Telephone Poles" (See Appendix)
	Thursday and Friday		
	Rhythm Band Choose leader to start band	Use simple rhythm instruments with piano or records	
		Piano:	"Anchors Aweigh" "Halls Of Montezuma" "Caissons Go Rolling Along" "Yankee Doodle" "Whistler And His Dog" "Amaryllis" "Country Gardens" "Turkey In The Straw"

(Continued)

TEACHER'S COMMENTS

ORIENTATION OR BEGINNING GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS	
10:40- 10:50	Thursday and Friday (Continued)	Records:	Nursery School Rhythms by Phoebe James Rhythm Orchestra by Phoebe James
		Instruments:	Rhythm Sticks, Wrist Bells
		Leader:	Child chosen starts rhythm band, other children watch the leader and hold sticks up until leader says, "Play."
10:50- 11:00	Speech Training and Color Training	Color Chart Objects for matching	
		1. Identify colors on chart, say name of color. Match same colored object to color on chart	
		2. Show a picture. Identify objects and tell a story about the picture.	
	Speech games and sounds	Use simple speech games	
11:00- 11:15	Health Personal cleanliness 1. Preparation for lunch 2. Training habits 3. Lavatory, toilet training 4. Wash hands before eating		

TEACHER'S COMMENTS

ORIENTATION OR BEGINNING GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
11:15- 11:45	**Lunch**	
	Lunch training	Lining up to go to the cafeteria
	Good table manners	Instructions on taking turns
	Develop ability to use silver, napkins	Silverware
11:45- 12:00	**Preparation For Closing School Day**	
	Prepare for going home; get things that are to be taken home. Put on coats and jackets.	
	Training in putting on coats, jackets, mittens, buttons	
	"Goodbye Song"	Song: See Appendix

TEACHER'S COMMENTS

PRIMARY GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
11:00- 11:55	Lunch -- Cleanup Training in good manners, ability to use silverware, napkins Table cleanup and stacking dishes	
11:55- 12:05	Lavatory Toilet training, brushing teeth, washing and drying hands	Face towels and soap, toothbrush and tooth paste
12:05- 12:15	Health Inspections Inspection of hands, nails, face, ears, and teeth	
12:15- 12:25	Music Rote Singing: 1. Learn by listening to records 2. Teacher sings phrases 3. Children sing phrases 4. Teacher and children sing whole song together	Songs: 1. "Mary Had A Little Lamb" 2. "I'm A Little Teapot" 3. "Old MacDonald Had A Farm" 4. "Oats, Peas, Beans and Barley"
12:25- 12:55	Physical Education - Recess Training in big muscle coordination	Children line up and each child has a turn to participate
	First and Third Weeks	1. Balance Bar 2. Slides 3. Swings 4. Horizontal Bars 5. Jungle Gym 6. Children's Choice

(Continued)

TEACHER'S COMMENTS

PRIMARY GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
12:25- 12:55	Physical Education - Recess (Continued)	
	Second and Fourth Weeks	Organized Games Hot Potato Bouncing Ball Hoola Hoops Children's Choice
12:55- 1:00	Lavatory Toilet training and washing hands	Soap, brushes
1:00- 1:15	Readiness Activities	
	Calendar Recognition: Discuss day of week each day Place number on calendar	Pocket chart type calendar
	Name Recognition: Children sit in a circle. Use a "Busy Bee Chart" with children's names on cards and cards placed in pockets of chart. Teacher chooses a child to identify name. Repeat with each name card.	Busy Bee Pocket Chart: Pocket chart cards with name of each child

TEACHER'S COMMENTS

PRIMARY GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
1:15- 1:30	**Creative Activities** Training in use of crayons, easel paints, scissors, paste. Draw pictures using crayons to illustrate objects that have been discussed in previous periods of the day.	Special Projects: Thanksgiving: 1. Make turkeys from paper plates, paint plates with tempera. Cut strips of colored paper for tail and make wattles from colored paper. Fasten tail and wattles in place with staples. 2. Make Indian teepees by cutting half-circles from colored construction paper. Make design on edges with crayons. Staple in cone shape and cut door. 3. Room decorations: Cut turkeys and leaves from construction paper, color with crayons.
1:30- 1:50	**Number Readiness** Use flannel board to illustrate number concepts. Use flannel figures for counting.	Flannel board Flannel figures (Holiday Set, Gel-Sten No. 25)
	Language Arts Use audio visual material such as film strips, story records, slides, flash cards to stimulate language development.	Film strips, story records, slides, and flash cards

(Continued)

TEACHER'S COMMENTS

PRIMARY GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
1:30- 1:50	Language Arts (Continued) Children describe objects in materials used. Tell color and use of object, where it is found, and what they like about it.	
1:50- 2:00	Children's Choice Of Activities	
	Monday, Wednesday, and Friday	Blocks, beads, peg boards, and puzzles
	Tuesday and Thursday	Child's choice of trucks, doll house in addition to above items
2:00- 2:15	Rest Period Children rest on mats	Mats: Paper towels for each child
2:15- 2:25	Rhythm Instruments	
	Monday, Wednesday, and Friday Use records to stimulate participation with rhythm instruments	Record: Rhythm Activities - R.C.A. Victor, Vol. 1
	Tuesday and Thursday Creative Rhythms - Bodily Movements	Record: Childhood Activities by Ruth Evans
2:25- 2:30	Cleanup And Evaluation Evaluation at end of each work period on Friday	Teacher evaluates with children

TEACHER'S COMMENTS

INTERMEDIATE GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
9:00- 9:15	Opening Exercises Flag salute and singing of "America" Roll call, lunch count and collection of lunch money	Teacher selects a child to serve as "counter"
9:15- 9:30	Speech Development 1. Use simple tongue and lip exercises. Have each child do the exercises individually, then have the group do them together.	Sounds For Little Folks, Speech Improvement, Speech Correction, Expression Co., Boston, Mass.
	2. Use pictures of objects and have the group say the name of the object. Let the children watch the teacher's lips and tongue when she says the word. Let each child say the word.	Sound Games, Speech Correction For Your Very Young, Alice L. Woods, Dutton & Co., Inc.
	3. Have each child look into a mirror to see how his tongue and lips perform and "exercise."	Jack-In-The-Box, Barrows and Hall, Expression Co., Boston, Mass.
	4. Use poems with sounds that are being used. Teacher says part of the line, children add proper word. Do as a group and do individually with each child.	

(Continued)

TEACHER'S COMMENTS

INTERMEDIATE GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
9:00- 9:15	**Speech Development** (Continued) 5. Dramatize being a witch, an owl, a doctor for the vowel sounds: "e", "ah", and "oo."	
9:30- 9:45	**Social Studies**	
	Integrate the meaning of the flag salute and the singing of "America" during the opening exercises each morning.	**Filmstrips** Learning About Our Flag Celebrating Flag Day Flag Etiquette
	Practice "America" and other patriotic songs.	
	Saying the flag salute is a way of saying that we love our flag and the country we live in. To say the salute we stand up straight and tall with our right hand over our heart and our left hand at our side.	
(Contined)	Practice raising the right hand and placing it over the heart. Practice keeping the left hand and arm straight down at the left side. Learn the flag salute phrase by phrase.	

TEACHER'S COMMENTS

INTERMEDIATE GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
9:30- 9:45	Social Studies (Continued) Indicate the ways in which we show respect to our parents and our country: 1. obeying laws (respect for authority) 2. helping others 3. following instructions 4. trying to do our best 5. sportsmanship	Moral and Spiritual Values, Ventura County Board of Education. A copy is available from the Special Education Library, S.U.S.D.
9:30- 10:15	Physical Education and Recess Large muscle coordination: walk, jump, march, run, hop, and skip	Walking Games: "Follow The Leader" Marching Games: "Follow The Leader" Hopping Games: "Hop Like Bunnies" Skipping Games: "Drop The Hankie" Jumping Games: "Jump Rope" and "Jump Like Frogs" Running Games: "Grannie Tippie Toe"
	Eye and muscle coordination: bouncing, catching, and throwing balls of different sizes	Use playground balls: 6", 8-1/2", and 10" Use plastic fun balls
	Simple organized games: "Drop The Hankie," "Sky Ball," "Lykins Ball," "Dodge Ball," "Grannie Tippie Toe," "Peggy On The Bounce," and simplified version of kick ball	Education Through Physical Activities; O'Keefe and Fahey, C.V. Mosby Co.

(Continued)

TEACHER'S COMMENTS

INTERMEDIATE GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
9:45- 10:15	**Physical Education and Recess** (Continued) **Singing Games:** "Turkey, Turkey," "Did You Ever See A Lassie?" "London Bridge," and "Mulberry Bush"	Use the music series for singing games.
10:15- 10:55	**Number Readiness** **Rote Counting:** Rote counting from 1 to 10 of such things as children, sheets of paper, pencils, chairs, scissors, tables, lunch mats, lunches, milk, water color pans, paint brushes, and letters to go home.	
	Ordinals: Place youngsters in a line or seat them in a row of chairs. Find the first and last. Have the last child in line sit down; use first and last child in forming lines for P.E. and music.	
	Recognition of numbers: 1. Let each child pick out the number he is working with and place it on the flannel board. Let him choose the number of objects to go with his number.	Use flannel board, flannel cutouts of numbers 1 - 9.
(Continued)	2. Point to a number on the flannel board. Have the youngsters identify the number and count the objects.	

TEACHER'S COMMENTS

INTERMEDIATE GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
10:15- 10:55	Number Readiness (Continued) 3. Have the youngsters bring, jump, or clap the number they are working with in the group. Pick out the flannel number and place it on the board.	
	Flash Cards: Use flash cards with the number of objects, 1--10. Show the youngsters a number and have him bring the card with the number of objects on it. Reverse the procedure.	Flash cards with objects Flash cards with numbers
10:55- 11:00	Cleanup and Lavatory Go to lavatory, wash hands for lunch. Be seated at the tables.	Put materials away, put chairs up to the tables. Hand inspection
11:00- 11:30	Lunch Practice good table manners.	Eat with mouth closed. Learn to hold silverware, and to use knife and napkin. Learn how to use a straw.
		Save the dessert for last.
	Chew the food well, teeth are made to bite and chew with.	See Table Setting Diagram in Appendix.
	Assign room helpers for lunchroom and table cleanup after lunch.	

TEACHER'S COMMENTS

INTERMEDIATE GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
11:30- 12:15	Rest Period Assign blankets to each youngster. Practice resting quietly. After rest period, practice folding blankets and replacing them in their box. Assign duties for light switches and pulling shades.	
12:15- 12:45	Readiness Activities Language Development: 1) Use picture stories to stimulate language development in the use of descriptive words and use of sentences.	Flannel board and cutouts Flannel board stories
	2) Discuss pictures and the stories they tell as a group and tell about what is going on in the pictures.	"Weekly Surprise" "Fun With Pictures" "We Read Pictures"
	3) Let each child tell his story about the pictures. Encourage the use of detailed description.	
	Visual Discrimination: 1) Use flannel cut outs. Place three of one kind with one that is different. Let the youngsters pick out	
(Continued)		

TEACHER'S COMMENTS

INTERMEDIATE GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
12:15- 12:45	Visual Discrimination (Continued) the one that does not belong with the group of figures. 2) Place various flannel cutouts on the board. Hold up an object and have the youngsters find the one on the board that is like it.	
	Flannel Board Stories: Use flannel board story cutouts. Tell the story to the class, putting up the flannel figures as the story is told. Take down the figures and let the class arrange the figures in sequence and tell the story as the figures are put on the board.	
	Story Records: Listen to a story record. Play it several times during the week and discuss the story as a group. Let the youngsters retell the story as a group and individually.	Story Records - See list in Audio-Visual Catalog Record Player
	Audio Discrimination 1) Use various rhythm instruments. Have the class sit in a circle, teacher sits behind them and shakes wrist bells or taps rhythm sticks. Let each child identify the sound.	Rhythm Instruments: rhythm sticks wrist bells drum
(Continued)		

TEACHER'S COMMENTS

INTERMEDIATE GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
12:15- 12:45	Readiness Activities (Continued)	
	2) Close eyes. Listen for sounds in the classroom or out-of-doors, identify the sounds. See how many sounds you can hear.	
	3) Tap on the drum and have youngsters count the number of taps.	Drum
	4) Play "Doggie": One child sits in a chair with his eyes hidden. Eraser is placed on his chair. A child is chosen to go up and "steal the bone". He whispers, "Doggie," and returns to his seat. Class calls, "Doggie, doggie, who has the bone?" Child from whom the bone is stolen guesses who has the bone.	Eraser
12:45- 1:00	Recess Supervised free play in the play yard.	
1:00- 1:20	Music Rhythms Monday and Friday: Rote Singing: Integrated rote singing with center of interest being discussed during social studies period.	
(Continued)		

TEACHER'S COMMENTS

INTERMEDIATE GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
1:00- 1:20	**Music Rhythms** (Continued) We sing "America" because it is the song of our country and like our salute to the flag is a way of saying that we love the country that we live in.	Records: "America"- R.C.A. Victor Band "Patriotic Songs" - Columbia Record
	The song "America" was written a long time ago. It is a very old song and everybody should know the words to the song. We are going to learn the words so that we can teach our little sisters and brothers the words.	
	Teach the words phrase by phrase. Sing the words with the piano and with the record. Let the boys sing the words, the girls hum. Finish the music period with all singing the words together.	
	Tuesday Fundamental Rhythms Marching Running Skipping Hopping Walking	R.C.A. Victor Albums: Listening Singing Rhythms Singing Games Album
(Continued)	1) Use drum and have class walk while	Drum

TEACHER'S COMMENTS

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
1:00- 1:20	Music Rhythms (Continued) teacher beats out the rhythms of the walk on the drum.	
	2) Use piano to play selections with a definite beat to accompany rhythms.	Piano
	3) Use records to accompany the rhythms and encourage each child to listen to the music and to respond to the beat of the music. Have the class perform the rhythms as a group and let volunteers show the class how they are able to walk or skip to the music.	Record Player Records
	Wednesday Rhythm Band: Use piano or records to accompany rhythm band instruments	Piano Records Rhythm Instruments: rhythm sticks, drum, tambourine, triangle, wrist bells, and rattles
	1) Pick selections that have a very definite rhythm so that the beat is easily felt and accompanied by the rhythm instruments.	
	Thursday Creative Rhythms Singing Games	
(Continued)	Folk Dances	

TEACHER'S COMMENTS

INTERMEDIATE GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
1:00- 1:20	Music Rhythms (Continued) 1) Use records or piano to accompany singing games. Talk about the words of the game. Do the actions with the words without the music in the beginning. Use musical speech to accent the rhythm of the music and the actions which accompany it. After the class knows the actions, play the music while the words are said; add actions. 2) Simplify directions for folk dances. "Skip To My Lou"- Have youngsters skip around the circle with a partner to the music. At the end of the chorus, youngsters change partners with the couple in front of them. "Pop Goes The Weasle"- Children march around in a circle, clap hands on "pop" and turn around and circle in the other direction. 3) Use music with a simple theme for creative rhythms. Pick a short selection that is suggestive of the trees swaying, witches, raindrops, or clouds floating. Listen to the	Record Player Children's Records
(Continued)		

TEACHER'S COMMENTS

INTERMEDIATE GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTION
1:00- 1:20	Music Rhythms (Continued) music first several times and discuss what the music makes the class feel like doing. Let several youngsters demonstrate bodily movements to the music. Let the class select the movement they think fits the music best. Encourage the whole class to participate in the movements. Use simple props, scarves, balloons, streamers of crepe paper to encourage all children to participate.	
1:20- 1:55	Creative Activities Directed: Integrate room activities with the creative arts period; the flag may be a basis for a creative period. Finger Paint Projects: 1) Use blue tempera on a small sheet of finger paint paper. Let youngsters finger paint in blue. When finished, give the youngsters a small pan of white tempera mixed with starch. Using the forefinger, let the children make stars across blue finger-	Tempera Finger Paint Paper Starch Easel Trough Iron Brushes Marking Pins
(Continued)		

TEACHER'S COMMENTS

INTERMEDIATE GROUP

TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
1:20- 1:55	Creative Activities (Continued) painting on the paper.	
	2) Use red tempera mixed with starch. Give each child an easel brush. Use large sheets of finger paint paper and let each youngster brush red stripes lengthwise on the paper.	
	3) When the finger paintings are dry, press with a warm iron. Mark out a rectangle with a flow pen on the blue star paper. Let the children cut out the rectangle. Mount the star section on the red striped paper with glue, paste or staples. Flag may be used on a bulletin board developed from the social studies unit on "Our Country's Flag."	
	Free Creative Activities: Following the directed art period, children may have a choice of manipulative toys or coordination materials.	Blocks Trucks Puzzles Crayons Clay-Modeline Snap Blocks Beads Peg Boards

TEACHER'S COMMENTS

INTERMEDIATE GROUP

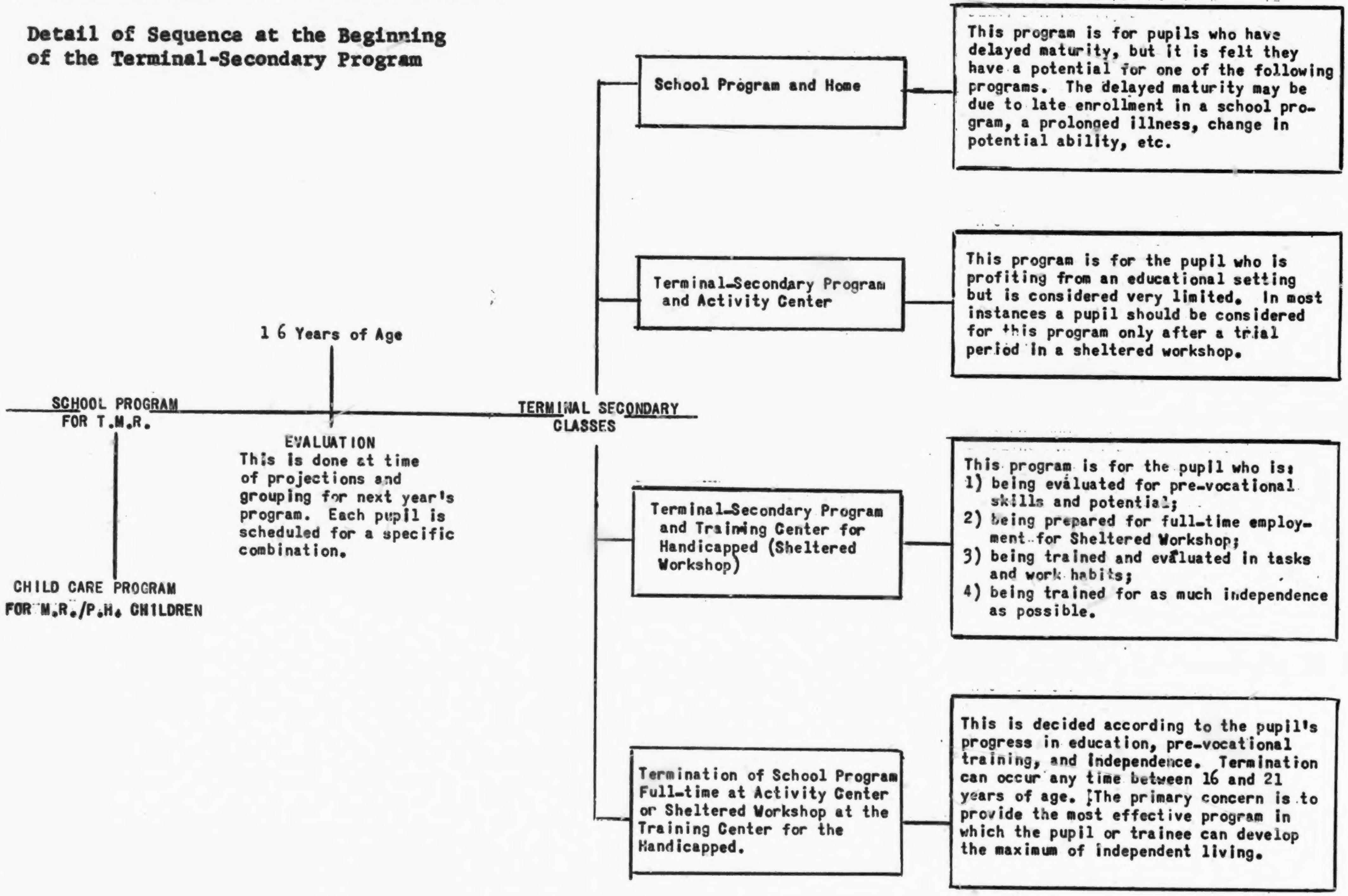
TIME	AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
1:55- 2:00	Cleanup - Evaluation Room cleanup Stack chairs	
	Evaluation of the day's work	Teacher evaluates with the class
	Preparation to go home	

TERMINAL OR SECONDARY PROGRAM

PROGRAM ASSIGNMENT CHART

EDUCATIONAL PLANNING FOR TRAINABLE RETARDED

Detail of Sequence at the Beginning of the Terminal-Secondary Program


SCHOOL PROGRAM FOR T.M.R.
CHILD CARE PROGRAM FOR M.R./P.H. CHILDREN
1 6 Years of Age
TERMINAL SECONDARY CLASSES
School Program and Home
Terminal-Secondary Program and Activity Center
Terminal-Secondary Program and Training Center for Handicapped (Sheltered Workshop)
Termination of School Program Full-time at Activity Center or Sheltered Workshop at the Training Center for the Handicapped.

EVALUATION
This is done at time of projections and grouping for next year's program. Each pupil is scheduled for a specific combination.

This program is for pupils who have delayed maturity, but it is felt they have a potential for one of the following programs. The delayed maturity may be due to late enrollment in a school program, a prolonged illness, change in potential ability, etc.

This program is for the pupil who is profiting from an educational setting but is considered very limited. In most instances a pupil should be considered for this program only after a trial period in a sheltered workshop.

This program is for the pupil who is:
1) being evaluated for pre-vocational skills and potential;
2) being prepared for full-time employment for Sheltered Workshop;
3) being trained and evaluated in tasks and work habits;
4) being trained for as much independence as possible.

This is decided according to the pupil's progress in education, pre-vocational training, and independence. Termination can occur any time between 16 and 21 years of age. The primary concern is to provide the most effective program in which the pupil or trainee can develop the maximum of independent living.

IN-SCHOOL WORK EXPERIENCE

In-school work experience, in this case, is a mock-up of situations that may be encountered in the sheltered environments and should develop the characteristics that are essential to community living (punctuality, following directions, use of time, etc.).

This is a list of possible work stations in a school for the trainable retarded. The number and types of jobs depend greatly upon the imagination of the teacher and the acceptance on the part of the school district.

CAFETERIA AIDE
MESSENGER
PHYSICAL EDUCATION MONITOR
CLERK OR SECRETARY HELPER
CUSTODIAN HELPER
GARDENER APPRENTICE
TRAFFIC GUIDE

Since the Stockton Unified School District program is not housed in or attached to a regular school, the number of in-school work experience jobs is limited when compared to the work experience program in the regular secondary school program.

It should be made clear that this is a job and should be conducted in a business-like manner. The pupil will take the lead from the teachers and their approach to the work to be done. Job descriptions, time clocks or a good facsimile, and constant and routine evaluations are essential if the work experience program is to be effective.

As a part of the school-training center program some of the pupils work at the Child Care Center for Mentally Retarded and Physically Handicapped Children. These pupils are assigned to specific jobs and are paid on a per hour basis. The assignment of pupils to this program is arranged by the Director of the Child Care Center, the terminal teacher, and the principal with the concurrence of the Director of the Training Center. At the present time the job capacity is seven. This is proving to be a valuable training program since it is a real life situation and the pupils are under close supervision. The trainee must be able to be really useful to the Child Care Center or he is returned to the Training Center.

EDUCATIONAL PLANNING FOR TRAINABLE RETARDED IN THE TERMINAL OR SECONDARY PROGRAM

The following sequence becomes operational when a pupil becomes 16 years of age and he enters the Terminal-Secondary Program.

1. PROGRAM ASSIGNMENT

The teachers, principal, supervisors for the Activity Center and/or Training Center, and the Consultant for Special Education meet to decide on the program for each pupil over 16 years of age. This meeting is usually held in May, after all pupils in the school have been grouped and the projection of class needs has been determined for the following school year. Pupils are assigned to one of the following combinations. (For details see Program Assignment Chart, page 61.)

a. School program and home
b. Terminal-Secondary Program and Activity
c. Terminal-Secondary Program and Training Center
d. Termination of school program

2. PRE-VOCATIONAL EXPLORATION

Pre-vocational work experiences are offered as preparation for vocational training and for a broadening of social competencies which will eventually lead to as much independence as possible for the retarded. The pre-vocational work exploration program is carried on in conjunction with regular classroom units. It includes in-school work experience and/or part-time assignment for work at the Training Center Sheltered Workshop.

3. CURRICULUM

The curriculum should be designed to include such areas as the activities of daily living, field trips, personal hygiene, good grooming, homemaking, self-help skills, job mock-ups, etc. (See Curriculum Outline for details.)

4. TRAINING CENTER FOR THE HANDICAPPED (SHELTERED WORKSHOP) AND ACTIVITY CENTER

These programs, coupled with home or residential living, represent a major part of a retarded pupil's life after completion of the school program. Therefore every effort should be made to help the retarded child to function in these settings. This should be the goal of the school program. A day in the life of a retarded adult living in Stockton might parallel these descriptions.

> Breakfast with the family and helping with the routine jobs about the house. A walk to the bus and on to the Training Center-Sheltered Workshop where they punch in on a time clock and work on sub-contracts in keeping with their skills. A coffee break and a chance to talk about the standings in the National League or the new dress styles. More work until noontime, then the lunch pails make their appearance and it is time to relax with a game of horseshoes before the one o'clock whistle. The progress and the speech may be slow, but the stuffing of envelopes and the collating continue through the afternoon until it is time to hang up the duster or overalls and meet the bus.
>
> There are decorations to be finished for the square dance at the Activity Center tonight, so this time it is a different kind of work. Some of our friends call this recreation, at any rate it is fun. Oh yes, and then there are the names to be sewn on the towels for the swim this next Saturday. Tomorrow we have to be sure that we put the finishing touches on the dolls for the children at the hospital. There seems hardly enough hours in the day to do all the things that need to be done and here it is dinner time. The rest of the family is already home, soon it will be time for dishwashing and lawn-mowing, and maybe time for just sitting and enjoying the neighborhood action.
>
> The dance and the refreshments were a pleasant way to spend the evening, but without rest tonight, tomorrow's busy day will be exhausting.

The educational program of the Training Center and the Activity Center endeavors to prepare the pupil for the experiences he will face when he leaves school. This is the reason why there must be close cooperation between the school, the parent, and the Training Center or Activity Center. Part of the time spent in the school and part of the time spent in one of these agencies will help to prepare the pupil for his placement in the community.

5. TERMINAL CASE CONFERENCE

In addition to the regular parent-teacher conferences, a terminal case conference is held sometime within the last year of the educational program. The classroom teacher, principal, Special Education

Consultant and other designated persons will meet with the parents. At this meeting the pupil's plans for the future are discussed. It is the responsibility of the principal of the school to set up these meetings.

STOCKTON PLAN OF OPERATION OF OCCUPATIONAL TRAINING PROGRAM FOR MENTALLY RETARDED MINORS

The plan outlined below was submitted to the State Department of Education, Bureau of Special Education, on September 29, 1961 and was approved.

PUPILS

1. Admissions Policy and Procedures

Mentally retarded pupils will be selected for occupational training by an admissions committee. This committee will approximate the same committee that admits pupils to the school program. It is made up of the following: Consultant for Special Education, psychologists, social worker, teachers, administrators, and the principal of the school. In addition to this committee there is added a workshop representative, preferably the workshop supervisor who will work with the pupils.

2. Criteria Used in Selecting Pupils

a. Pupils must be enrolled in special day classes for mentally retarded.
b. Pupils must not be able to profit from a regular work experience program.
c. Pupils must be sixteen years of age and not more than twenty-one years of age.
d. Pupils must be developed socially to the extent that their behavior does not endanger themselves or the well-being of other members of the Training Center for the Handicapped.
e. Pupils must be emotionally stable to the extent that group stimulation and work training situations will not intensify their problems unduly; that they can react to a training situation and that their presence is not inimical to the welfare of the other members of the Training Center for the Handicapped.

3. Supervision and Evaluation of Pupils

All pupils going to the Training Center for the Handicapped come under the supervision of the workshop supervisor. The ratio of pupils to workshop supervisor is that stipulated in the State of California Education Code - one supervisor for every twelve pupils who are at the Center at any one time. The classroom teacher and the workshop supervisor are scheduled to spend a minimum of one hour each week for the coordination of the program.

Pupils' progress will be evaluated by the workshop supervisor and the classroom teacher of the terminal program. The evaluation of each pupil will be filed in his case study folder.

SHELTERED WORKSHOP OF WORK ESTABLISHMENT

1. Selection of Sheltered Workshop or Other Work Establishments for Participation in an Occupational Training Program

   Any training center or workshop considered for an occupational training program would have to meet the local building code requirements, state labor laws, and state education, health and safety codes as they apply to physically handicapped and mentally retarded minors. In addition, a contract must be developed between the school district and the sheltered workshop or training center.

ADMINISTRATION

1. Records are to be maintained.

2. The school district is to have comprehensive insurance coverage on the pupils. The workshop or the training center is to be covered by workmens' compensation and liability insurance.

TRANSPORTATION

1. Inasmuch as the school district contracts for supervision at the training center or sheltered workshop, this makes the training center or sheltered workshop an extension of the school program.

2. Bids from the transportation companies include transportation to the workshop or training center and return to the home. However, students are encouraged to use public transportation whenever possible in an effort to make them more independent.

PRE-VOCATIONAL AND ACTIVITY EVALUATION
FOR
TRAINABLE RETARDED

An evaluation is to be completed on each pupil before he enters the workshop. It is the responsibility of the school, particularly of the terminal-secondary teacher, to prepare this information for the workshop supervisor. (See Appendix, page 121, for form to be used.)

SUGGESTED NEEDS FOR THE PRE-VOCATIONAL EVALUATION

1. Dictionary of Occupational Titles
2. General Aptitude Test Battery (GATB) Manipulative Test - State Department of Employment
3. MacQuarrie Test for Mechanical Ability - California Test Bureau, Del Monte Research Park, Monterey, California - 35 tests - $.20
4. Crawford Small Parts Dexterity Test - The Psychological Corporation, 522 Fifth Avenue, New York 36, N.Y. - $30.00
5. Bennett Handtool Dexterity Test - ibid.
6. Box and Block Test - Patricia Holser, O.T.R., c/o United Cerebral Palsy Association of Los Angeles County, 1726 West Pico Blvd., Los Angeles 15, California
7. Tower System - Institute for Crippled and Disabled, New York, N.Y.
8. The Role of the Workshop in Rehabilitation. Thompson, Nellie Z., National Institute on the Role of the Workshop in Rehabilitation, 1958. Washington, D.C.
9. "Prevocational Evaluation Criteria for the Severely Handicapped." Usdane, William M., Archives of Physical Medicine in Rehabilitation, May 1957.

PRE-VOCATIONAL AND COMMUNITY-SCHOOL TERMS

The technical language changes as a pupil moves into the Terminal-Secondary level. The following is a list of terms with which the teacher will need to become familiar. Undoubtedly the nomenclature will change with technical advancement. There is space provided for the addition of terms as they become necessary to an understanding of the program and its relationship to the community.

work experience
work exploratory
work station
work sampling
color coding
client speed
job analysis
work tolerance
trainability
Vocational Rehabilitation Services (VRS)
Dictionary of Occupational Titles (DOT)

test battery
jig
collating
time and motion study
inspection tasks
work production
selective placement
sub-contract
work habits
activities of daily living (ADL)
Aid to Totally Disabled (ATD)

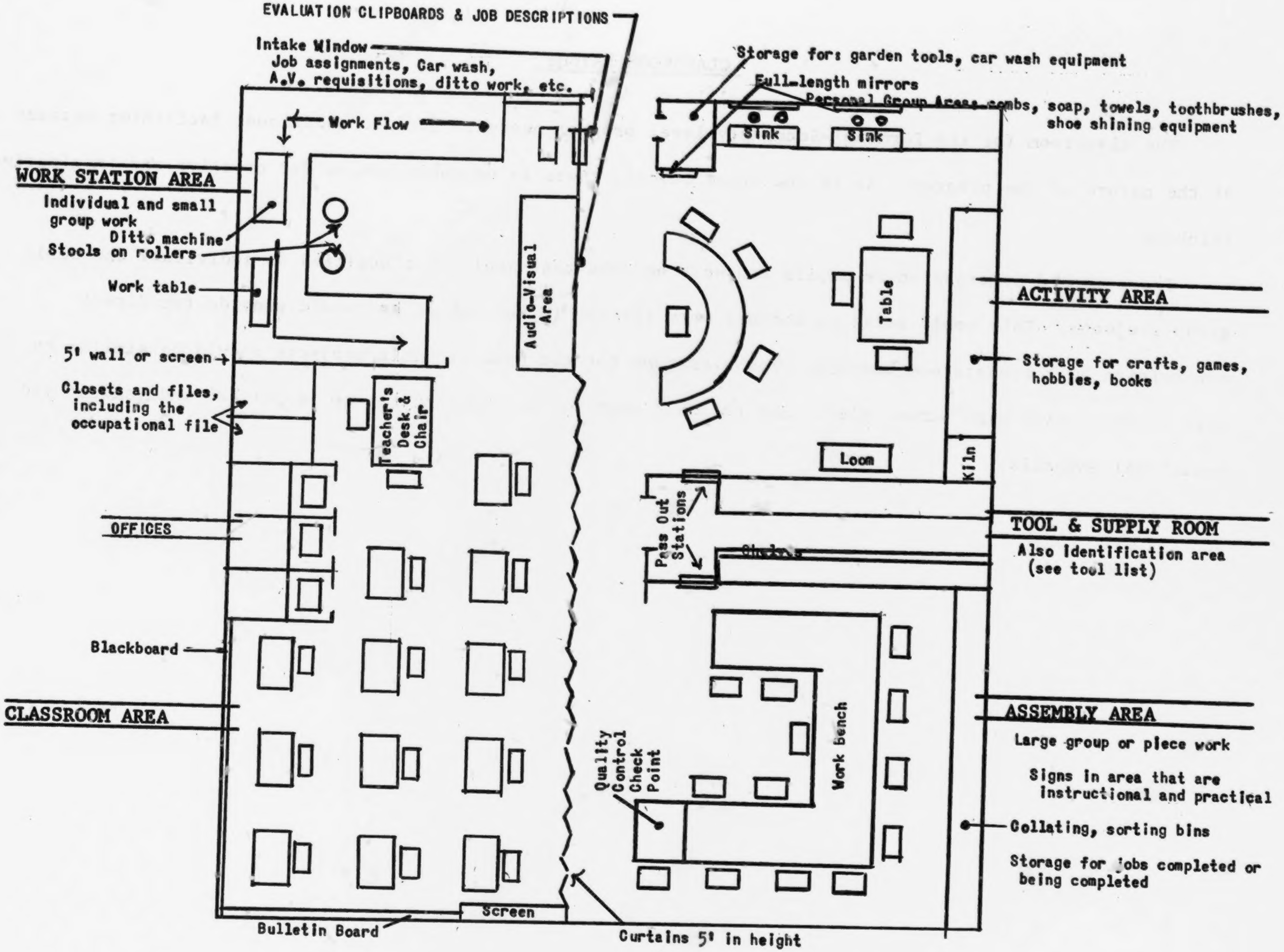
vocational counselor
mock-up
jointer
manual dexterity
assembling
supervision requirements
pre-vocational evaluation
application form
Social Security Card
Selective Service
Department of Employment

CLASSROOM LAYOUT

The classroom for the Terminal-Secondary level program needs to include additional facilities because of the nature of the program. As in the other levels, there is no substitution for creative and imaginative thinking.

There should be areas where pupils can work on jobs that would be classified as individual and small group projects. This would serve as another work station in the school and would provide for direct supervision by the classroom teacher. The classroom for the home economic projects should be similar to that of the junior high school plan. See the next page for a sample classroom layout for independent and vocational emphasis.

TYPE OF CLASSROOM LAYOUT - Independent and Vocational Emphasis


EVALUATION CLIPBOARDS & JOB DESCRIPTIONS
Intake Window
Job assignments, Car wash, A.V. requisitions, ditto work, etc.
Work Flow
WORK STATION AREA
Individual and small group work
Ditto machine
Stools on rollers
Work table
5' wall or screen
Closets and files, including the occupational file
OFFICES
Blackboard
CLASSROOM AREA
Bulletin Board
Screen
Teacher's Desk & Chair
Audio-Visual Area
Curtains 5' in height
Storage for: garden tools, car wash equipment
Full-length mirrors
Personal Group Areas combs, soap, towels, toothbrushes, shoe shining equipment
Sink
Sink
Table
ACTIVITY AREA
Storage for crafts, games, hobbies, books
Loom
Kiln
Pass Out Stations
Shelves
TOOL & SUPPLY ROOM
Also identification area (see tool list)
Quality Control Check Point
Work Bench
ASSEMBLY AREA
Large group or piece work
Signs in area that are instructional and practical
Collating, sorting bins
Storage for jobs completed or being completed

SUGGESTED LIST OF EQUIPMENT AND MATERIALS NEEDED FOR TERMINAL PROGRAM

bed (for instruction in bed making)
sponges
rags
hot plate
napkins
bins for sorting
hack saw
brad awl
hand drill
tri-square
8-4" x 6" C-clamps
combination whetstone
spattergun
furniture polish
shoe shine kit
sewing machine
long work benches for projects
  and assembly line work
light and heavy screwdrivers
glass cutter, medium mill
paint scraper
rip saw
file brushes
pipe wrench
tin snips

telephone kits and units
pans
window washing aids
ironing board and iron
workbenches and vise
crosscut saw
scroll saw
medium mill file, see detailed
  list of files
six foot steel tape
adjustable wrench
assorted sandpaper
broom
buckets
hose
money (play and real)
collating bins
saw horses
adjustable cutting pliers
miter box
magnetized tack hammer
asst. wood chisels, including
  1" chisel
brace and asst. bits
wrecking bar

dust mop
soap and detergents
coveralls
eating and cooking utensils
time cards
compass or keyhole saw
nail set
pocket knife
glue
claw hammers
pump type oil can
carpenter's level
dust pan
cleansers
kitchen stove
towels
cash registers
wooden mallet
putty knife
soldering iron
long nose pliers
small block plane
plumbers force pump (friend)
jack plane

PHYSICAL EDUCATION EQUIPMENT

tumbling mats
indoor table games
jump ropes
whistles

softballs
footballs
basketballs
baseball bats

soccerballs
rubber utility balls, asst. sizes
set of rubber bases

INDIVIDUAL PUPIL NEEDS

- toothbrush and toothpaste
- soap
- washcloth
- handtowel
- facial tissue
- apron
- nail file
- change of clothing (optional)
- comb
- drinking glass
- deodorant

FILE LIST

- 10" half-round double-cut bastard
- 8" round bastard
- 8" mill
- 6" triangular
- 6" second-cut half-round
- 10" half-round rasp

SUGGESTED LUMBER

Cedar, redwood, white pine, walnut: Use two or three grades and types of lumber so pupils will learn to work with different types and varieties. The amount of lumber needed is determined by the projects. Industrial Arts teachers are helpful sources of information when ordering supplies. Most lumber yards have "scrap bins" that have usable wood at no cost to you.

Suggested grades of wood:

#1 and #2 clear
#2
#5

Size wood needed:

2 x 4's
1 x 6's
1 x 2's
1 x 12's
2 x 10's
4 x 4's

DAILY SCHEDULES FOR
TERMINAL - SECONDARY PROGRAM

TERMINAL-SECONDARY PROGRAM

Approximate CA: 14-21 years

School______________ School Month____________ Week ______ Teacher______________

HOUR	SUBJECT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00-	Opening Exercises	Roll Call - Attendance report and excuses - Collect lunch money - Lunch and milk count for Children's Assistant				
9:20-	Seat Activity: Creative Arts, books magazines, records, games, etc.					
9:25-	Clean desks, put away above activities					
9:30-	Bathroom - Children's Assistant helps					
9:35-	Group Activity and Discussion	Tell Time: Students relate news and activities of weekend	News Ranger Read and Discuss	Story Time and Discussion	Social Living Health Safety Manners	Group Singing-Class favorites
9:45-	Homemaking: Exchange students, boys to Industrial Arts and girls to homemaking program	Weekly Good grooming, nail care and face care				
9:50-	Exercise-weight watchers					Weight watchers record weight
10:00- 11:00	Group Activity for week: 1. Foods 2. Sewing, hand crafts 3. Training for usefulness at home and at school 4. Good grooming					Clean up classroom
11:00- 11:20	Recess		Bathroom and outside			
11:20- 11:30	Prepare for lunch		Report back to classroom			
11:30- 12:00	Lunch - Lunchroom		Pickup sack lunches and lineup			

TERMINAL-SECONDARY PROGRAM

Approximate CA: 14-21 years

School ______________________ School Month ________________ Week __________ Teacher ____________

HOUR	SUBJECT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
12:00- 12:10	Return to classroom Get mats out for rest Pull shades. Line up					
12:10- 12:30	Brush teeth Clean fingernails					
12:30- 1:00	Rest on mats in classroom Listen to records or have story time					
1:00- 1:50	Homemaking: Group Activity for Week: 1. Foods 2. Sewing, hand crafts 3. Training for usefulness at home and at school 4. Good grooming				Weight Watchers Weigh girls	Nail care and Hair care
1:50- 2:00	Clean up. Put on wraps Pass out notes					
		Line up at door - Lead group to buses				

SCHEDULE FOR TERMINAL-SECONDARY PROGRAM

Approximate CA: 16-21 years

School________________ School Month____________ Week________ Teacher________________

HOUR	SUBJECT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1:10-1:35	Pre-Vocational Training (boys)	Job Sampling Individual Projects	Gardening and/or Car Cleaning Individual Projects	Group Project	Job Sampling Individual Projects	Work orientation Good grooming-followed by an inspection
1:35-1:40	Clean up and replace all tools					
1:40-2:10	Boy's P.E.	Basketball in yard	Calisthenics in room	Baseball in yard	Calisthenics in room	Choice of game by majority
2:10-2:35	Number Work		Place scores and comments			Discuss pay checks and endorsements
2:35-3:00	Social Studies	Word Recognition and Writing	Readiness or Filmstrips	Art (group project)	Readiness	Music

SCHEDULE FOR TERMINAL-SECONDARY PROGRAM

Approximate CA: 16-21 years

School____________________ School Month________________ Week ________ Teacher________________

HOUR	SUBJECT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:15-9:30	Students arrive Free activity period					
9:30-9:50	Opening Exercises	Group Discussions Flag Salute - Roll Call - Collection of lunch money - Lunch count - Check date and discuss current events of interest				
9:50-10:25	Pre-Vocational Training (boys)	Job sampling, local sheltered workshop, etc. Individual Projects	Gardening and/or Car Cleaning Shoe Shining	Group Projects	Individual Projects Job Sampling	Work Orientation Good Grooming to be followed by tool and supply inspection
		(Coordination with sheltered workshop program)				
10:25-10:35		Clean Up and Replace All Tools				
10:35-11:00	Boys' P.E.	Seasonal Sports	Play Exercise	Seasonal Sports	Physical Exercise	Choice of game by majority
11:00-11:20	Number Work (boys and girls)	Making Change and Use of Money	Place salvage scores and comments	Sizes, Shapes and Measurements	Use of Money	Discuss pay checks and practice endorsements
11:20-11:45	Lunch					
11:45-12:00		All students wash hands before entering cafeteria - emphasis on good manners Clean Up - Wash Up - Brush Teeth				
12:00-12:45	Social Studies	Word and number recognition and writing	Film Strips	Art (group project)	Reading Readiness	Music and dance interpretation
12:45-1:10	A.M. Class departs P.M. Class arrives	Morning group goes to buses for departure to Training Center Afternoon group washes up and enters cafeteria for lunch (at 12:35 morning primary teacher takes custody of class until 1:10)				

See page 80 for schedule for afternoon class

SCHEDULE FOR TERMINAL-SECONDARY PROGRAM

Approximate CA: 16-21 years

School__________________ School Month________________ Week_________ Teacher________________

HOUR	SUBJECT	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
1:10-1:35	Pre-Vocational Training (boys)	Job Sampling Individual Projects	Gardening and/or Car Cleaning Individual Projects	Group Project	Job Sampling Individual Projects	Work orientation Good grooming-followed by an inspection
1:35-1:40	Clean up and replace all tools					
1:40-2:10	Boy's P.E.	Basketball in yard	Calisthenics in room	Baseball in yard	Calisthenics in room	Choice of game by majority
2:10-2:35	Number Work		Place scores and comments			Discuss pay checks and endorsements
2:35-3:00	Social Studies	Word Recognition and Writing	Readiness or Filmstrips	Art (group project)	Readiness	Music

CURRICULUM OUTLINES

Home, Work and Community Living

TERMINAL-SECONDARY PROGRAM
Weekly Unit for Yearly Planning

HOME AND COMMUNITY LIVING

I. FOODS	II. SEWING AND HANDCRAFTS	III. TRAINING FOR USEFULNESS AT HOME AND AT SCHOOL	IV. GOOD GROOMING
SEPTEMBER	(See section on Creative Activities for details)		
Kitchen safety Identification of kitchen equipment Measuring techniques	Choice of Activity Place mats and Napkins Aprons and Headscarfs Curtains Resting mats Storage boxes for supplies or playground equipment	Table service and lunch setups Techniques of dishwashing and daily kitchen routine and cleanup Specific duties of classroom helpers and plan definite routine for each job and discuss	Choice of Activity Prepare good grooming kits Emphasize personal cleanliness in kitchen Demonstrate techniques to be used throughout the school year Discuss reason for emphasis
OCTOBER			
Vegetable cookery Halloween treats	Choice of Activity Potholders Make bath mitts Hem hand towels (to be used later for nail care) Make Scuffies from any quilted material Make Halloween costumes for younger group Shellac ornamental gourds	Care of equipment at school and home (stoves, refrigerators, washing machines, irons, etc.)	Care of skin, hands and feet (See Good Grooming Sections C and D)
NOVEMBER			
Fruit cookery Different methods of cookery	Choice of Activity Sew buttons and hooks Cornucopias from papier-mache Make dried arrangements Laundry bag Clothespin bag Decorate clothes hangers Dress protectors Shoe duster for dad	Further emphasis on care and use of equipment Plant seeds and bulbs Garden care Hand washing Laundry care-sorting, folding, sprinkling, hanging, ironing	Care of Clothing Shoe care (See Good Grooming Section G)

TERMINAL-SECONDARY PROGRAM

Weekly Unit for Yearly Planning

HOME AND COMMUNITY LIVING

	I. FOODS	II. SEWING AND HANDCRAFTS	III. TRAINING FOR USEFULNESS AT HOME AND AT SCHOOL	IV. GOOD GROOMING
DECEMBER	Christmas foods Christmas gifts Cookies, jelly, cranberry sauce, spiced nuts, popcorn, etc.	Christmas gifts for mother Fancy aprons Lavender sachets Pomanders Christmas gifts for dad Decorate container of goodies Paper weight Bottle opener	Care of silverware and glassware Holiday helpers at school	Manners and good posture (See Good Grooming Section F) (See Social Living - Manners)
JANUARY	Food for breakfast	Felt tissue case for Kleenex Canister sets String container Dustcloth Make-up cape Duster mitt and container for storage	Dusting and polishing the furniture Removal of scratches Care and storage of mops Cleaning rugs and upholstery Use and storage of vacuum cleaner	Hair Care (See Good Grooming Section E)
FEBRUARY	Importance of good foods for good health	Pillowcases Plastic storage protectors for blankets Sachets for linen closet Yarn octopus for bed decoration Heart-shaped needle case Stitchery valentines	Bedmaking and folding blankets Care of mattress Helping to care for others	General Fitness (See Good Grooming Section A)
MARCH	Hot breads: muffins, popovers, biscuits, nutbread, cornbread Hot Cross Buns (Easter)	St. Patrick's Day Shamrock needle case Name tags from felt shamrocks Green and white felt jabot Neckties for blouse Cover small matchboxes with green felt and sequins	Cleaning mirrors, windows and woodwork Wiping down walls Garden care - weeding Prepare planters Plant seeds in egg shells	Posture and exercises Modeling (See Good Grooming Section F)

TERMINAL-SECONDARY PROGRAM
Weekly Unit for Yearly Planning

HOME AND COMMUNITY LIVING

I. FOODS	II. SEWING AND HANDCRAFT	III. TRAINING FOR USEFULNESS AT HOME AND AT SCHOOL	IV. GOOD GROOMING
APRIL Milk and egg cookery Puddings, soups, gelatin whips, milk shakes	Earring tray from egg cartons Assorted vases for spring flowers Manzanita flower and egg tree Picture scrap books for younger class made from old sheets	Child Care Rules for baby sitters Gardening care - weeding Plant ornamental gourds	Further emphasis on personal cleanliness Posture and modeling
MAY Foods from foreign lands Tea party for mothers - Fancy sandwiches, fancy cakes, fruit punch, and salted nuts	Mother's Day Gifts Beach bag Bandana blouse Quilted case for her hosiery	Inventory - assist teacher with general cleaning and inventory Storage of supplies	General review and evaluation of Good Grooming (See Good Grooming)
JUNE Use leftover supplies Plan weiner roast for the younger group	Design paper plates and napkins Make sticks for weiner roast Father's Day Gifts	Kitchen cleanup Storage of supplies for summer Inventory of equipment	Vacation safety (See Social Living-Safety)

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
Foods Use of equipment 1. stove 2. refrigerator 3. washing machine 4. vacuum cleaner 5. sewing machine 6. kitchen utensils a. correct names b. learn to identify	Demonstration and discussion of use of equipment (a) service (b) safety (c) correct use **Filmstrips** 2033 Preserved Foods 3814 Kinds of Food 3816 Keeping Food From Spoiling Look for pictures of kitchen equipment and utensils to make a mural Games for identification of equipment: 1. Use flashcard pictures of kitchen equipment and utensils to teach identification 2. Place an assortment of utensils on table and ask individual girls to select the utensil named 3. Kitchen equipment quiz: Ask to identify - What is it? How is it used? a. applecorer b. vegetable peeler c. plate scraper d. potato masher e. strainer f. measuring cup g. ricer h. flour sifter i. cookie sheet j. other utensils After items are identified, play the game to see who can name the most utensils.
Discuss kitchen safety	**Film**: "Cooking Kitchen Safety" (11 minutes) Class makes set of rules for kitchen safety after viewing film.
Measuring Techniques Demonstrate and practice measuring (Continued)	Design bulletin board with measuring equipment and pictures. Pin-up measuring cups and spoons, spatulas, etc.

AREAS AND ACTIVITIES

Measuring Techniques (Continued)

1 cup
2 cups = 1 pint
4 cups = 1 quart
2 pints = 1 quart

teaspoon (tsp.) 1/4 - 1/2
tablespoon (tbsp) = 3 teaspoons

Discuss liquid and dry measure
Demonstrate: Measuring liquid
Measuring shortening
Measuring sugar (granulated, brown, and powdered sugar)
Discuss differences in above

INSTRUCTIONAL AIDS AND SUGGESTIONS

Prepare:
Cocoa, lemon and orangeade and cupcakes

Basic clay dough for primary group
Recipe: 1 cup flour
1 cup salt
1 teaspoon oil
1/2 cup water

OCTOBER

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
Vegetable Cookery	Bulletin board suggestions (See Health Section in Creative Activities)
Prepare a variety of vegetables plentiful at this season.	Sweet potato - casserole, baked, grow one in container of water
Prepare same vegetables in a variety of different ways (boiled, baked, fried, etc.)	Potatoes - baked, mashed, boiled, potato salad, etc.
Prepare vegetable soup and vegetable stew.	Carrots - carrot-pineapple salad, baked, boiled, etc. Make carrot garden from tops of carrots placed in shallow bowl of water.
Construct a horn of plenty to be used as a table decoration during this season - fill with a variety of vegetables, nuts, ornamental gourds, and leaves.	Mold horn with chicken wire and cover with papier-mache or asbestos and wheat paste mixture, paint with tempera.
Class prepares vegetable booklets or makes a mural or movie.	Cut from magazines pictures of vegetables. Have group look for some vegetables cooked in different ways. (See Health Section in Creative Activities.)
Discuss favorite vegetables of the group.	Let class tell their favorite vegetables and manner in which it is prepared.
Class to look for pictures of their favorite vegetables.	Mount pictures on bulletin board and place girl's name next to the picture. Label bulletin board "Our Favorite Vegetables".
Use filmstrips for class discussion.	**Filmstrips:** 581 Vegetables From the City 1784 Vegetable Gardens 2027 Vegetables 2822 From Farm to Table 3817 Where Food Comes From
Halloween Treats: Prepare cupcakes - decorate with Halloween colors or candles.	Decorate with pumpkin faces using corn candy or raisins.

(Continued)

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
Vegetable Cookery (Continued)	
Sugar cookies	Cut to resemble pumpkin faces.
Popcorn balls	
Vegetable Jack-O-Lanterns	Cut face in pumpkin, use assortment of vegetables to decorate (carrot nose, bell pepper sections for ears, carrot tops for hair, radish eyes, etc.).

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
Fruit Cookery	
Select fruits available at this season.	Add a variety of fruits to the horn of plenty.
Prepare some fruit by several different methods.	Apples - applesauce, baked apples, Waldorf Salad.
Testing Bee: to possibly acquaint pupils with unfamiliar foods.	Unusual foods such as cranberries, pomegranates, avacodos. A fresh pineapple may be used as part of the decorations in the horn of plenty and later used by class in Testing Bee.
View filmstrips on fruits.	Filmstrip 2032 Fruits
Prepare cranberry jelly - may be saved for Christmas gifts or prepare cranberry sauce.	Other jellies may be made by using frozen orange or grape juice.
Filmstrip on jelly and jams, class discussion.	Filmstrip G 222 Sure Jell Magic
Table decorations for holiday season.	Save fresh pineapple and use as a holiday centerpiece. Paint with gold paint and decorate with assorted colored sequins.
Discuss favorite fruits. Make booklets of various fruits. Mural or movie made from various fruits and methods of cookery.	See Health Section of Creative Activities.

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
Holiday Cookery	
Cookie Tree Decorate with fancy holiday cookies on strings, cranberries and popcorn. Use decorated gingerbread boys.	Paint branch (preferable large branch from manzanita) with white tempera with Vano Starch added
View film	Film Gingerbread Boy Decorate boys with frosting for eyes, nose, mouth and buttons. Raisins may also be used.
Fancy holiday cookies may be threaded with needle and hung from the tree	A Sawa Cookie Press is especially good and may be purchased from: Scandanavian Import & Export Co. 9051 Harriet Lane Anaheim, California - $6.00 For best results chill dough slightly before using the cookie press
Fill holiday gift containers with: Prepared assorted nuts - sugar and/or spiced Simple candy or stuffed dates, candied orange peel Cereal munchies Simple fruit cake or nutbread	Decorate pint or one-half pint cartons or make canister sets. See Creative Arts section
Popcorn can be prepared and used in various ways	Glue popped kernels on tree. (May be colored by shaking in bag with small amount of dry tempera) Popcorn Balls - Barbecued, seasoned, popcorn center-pieces or cheese popcorn Popcorn Snowman - Make newspaper base and glue popcorn on outside. Use assorted size pieces of licorice for face and buttons. Popcorn Wreath - Press candied popcorn into round, buttered molds. Mix cinnamon candies and peanuts into mixture. Wrap in colored celophane and hang as decorations or give as gifts.

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
Foods for Breakfast Prepare different types of cereal.	Prepare an assortment of different hot cereals - Zoom, Roman Meal, Oatmeal.
Discuss hot versus cold cereals: Tasting Bee of various cereals. Pupils tell their favorite cereals.	Class samples various cold cereals such as Wheat, Corn and Rice Chex and Cheerios.
	Save some of cold cereals to be made into Munchies Directions: Combine pretzel sticks, nuts, and seasoning with oil. Toast in slow oven.
Plan breakfast bulletin board. Ask children to bring in egg and milk cartons, bacon wrappers, etc.	See Creative Activities Section on Health for details.
Class makes mural or movies showing proper food for breakfast.	
Class makes scrapbook showing proper foods for breakfast.	
Prepare: Cinnamon and French toast.	**Filmstrips:** 3595 A Right Breakfast 4338 Why Eat A Good Breakfast
Discuss basic breakfast and use filmstip for discussion.	**Films:** Bill's Better Breakfast Food That Builds Good Health

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
Nutrition -- Good Foods and Good Health	
Stress the importance of good food to good health.	
Read and discuss the story, "Good Health Train".	Grade Teacher Magazine, October 1959
Class make a "Good Health Train" for bulletin board. Cut out pictures of healthful food.	See Health Section of Creative Activities.
Use films and filmstrips, pictures for discussion.	Films: Young Mother Hubbard Food That Builds Good Health (10 minutes) Eat For Health (11 minutes) Filmstrips Sd91 Good Food, Good Health, Good Looks 3813 Food For Good Health 3814 Kinds of Food
Make "Good Health Habit Book" or mural for wall in good foods.	
Animal feeding experiment: Compare results of experiments. Discuss reasons for differences in growth rate and implications for teenage diets.	Feed two mice on different diets - one balanced and the other limited.

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
Hot Breads	
Discuss types of hot breads.	Find pictures of various types of hot breads and make them into a mural or add to Food Booklet.
View filmstrips and films and discuss.	**Filmstrip:** 1078 Loaf of Bread 4203 Muffin Making **Film** Miller Grinds Wheat (11 minutes)
Visit a bakery and see bread baking.	Field trip to Sunbeam Baking Company.
Bake bread in class. Irish Soda Bread may be baked for St. Patrick's Day.	
Muffins: View filmstrip, discuss and use recipe in filmstory. Prepare muffins, select several girls to demonstrate for class.	
Other types of hotbreads may be baked in class such as cornbread, popovers, biscuits.	
Prepare Hot Cross Buns for Good Friday -- Discuss.	Read story or tell class the traditions of Hot Cross Buns. Let them take buns to share with friends or relatives in keeping with the tradition.

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
Milk and Egg Cookery	
Discuss with the class different ways in which milk may be used in the diet.	Excellent pamphlets and booklets on milk may be obtained from the National Dairy Council, Chicago, Illinois.
Prepare various recipes using milk -- soups, puddings, gelatin whips, milk shakes.	Booklet entitled "Cooking Is Fun" (from above source) is a pictorial cookbook with recipes for cream of tomato soup, banana milkshake, and easy puddings.
Discuss the importance of milk in our diets and why it is important for teenagers to drink an adequate supply. View film and filmstrips and discuss.	Filmstrips: 488 Milk we drink 2692 Milk
Egg Cookery	
Discuss various ways in which eggs may be prepared: boiled, poached, deviled, etc. Prepare custard.	
"Blown" shells may be used for Easter decorations if egg cookery is introduced before Easter season.	Eggs may be blown from shell by piercing both ends and blowing through one end. The egg may be painted and hung by thread or secured by pipe cleaners and hung on Easter Egg Tree.
Egg shells may be used to plant seeds.	Half-shells may be filled with soil and placed in egg cartons in sunny window. Prick bottom of egg and plant seeds which may be planted in ground after seedlings develope.
	Make earring trays from pressed paper egg cartons: Cut lid from cartons, enamel or metallic paint. Decorate cartons by gluing jewels or sequins on top of carton.

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
Tea Party for Mothers	
Class plans tea party and serves fancy sandwiches, cakes, punch, and salted nuts.	Ask bakery to slice bread lengthwise for sandwiches.
Prepare sandwich spreads ahead of time.	Sandwich spreads: 1. Cream cheese and pineapple, color with pink or green coloring 2. Cream cheese and chives 3. Pimiento spread
Allow time for pinwheels to set in waxed paper before cutting. Spreads may be applied the previous day.	Spread filling on entire slice of bread and place cherries or pimientos at one end of slice. Roll in waxed paper as for jellyroll. Chill. Just before serving cut into thin slices with sharp knife.
	Bread may be spread with a variety of fillings and stacked one on top of the other. Chill, and just before serving cut in thin slices or may be cut in slices about one inch thick and then cut in thirds to make finger sandwiches.
Prepare sheet cake for Petit Fours. Cut cake into diamond or other fancy shapes. Small cupcakes may be used. Cake may be prepared on previous day and frosted on day of tea.	Prepare package cake and bake in sheetcake pan. Frost entire cake with a thin icing and cut into individual small, fancy shaped cakes which may be decorated with candies, tinted coconut, or rosettes made from tinted frosting squeezed through a pastry gun.
Foreign Cookery	
Many special classes have children from a variety nationality groups. Discuss foods from foreign lands and prepare a few basic dishes.	Ask parents to share recipes not too complicated for a "Tasting Bee".
	Invite mothers to visit the class to demonstrate making a dish characteristic of her nationality.

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
Foreign Cookery (Continued)	
Class prepares such dishes as enchiladas, fried rice, chow mein, Swedish meat balls, Irish stew, Italian spaghetti, and Spanish rice.	
Show pictures of foods from various lands.	Class looks for pictures of foreign cookery. Name country associated with food.
Clean cupboards and use leftover supplies if possible.	
Plan a weiner roast for younger group. Class prepares potato salad, cupcakes and punch.	

TERMINAL-SECONDARY PROGRAM

GOOD GROOMING UNIT

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
Shoe Care	
Demonstrate and practice way of caring for shoes Plan specific time during week for care of shoes during class period Emphasize importance of clean laces as well as clean shoes	**Equipment Needed:** Shoe shine kits, assorted polishes, brushes, wire brush, cloth or buffer
Make shoe dusters from terrycloth or flannel for dad to shine shoes	
Washing and Ironing	
Washing and ironing taught if facilities are available at the school	**Equipment Needed:** Spin-dry washing machine Electric iron Clothesline Collapsible clothes dryer for drying during bad weather
1. Proper way to sort laundry 2. Loading the washing machine 3. Operating the machine 4. Proper removal of clothes from machine 5. Hanging clothes on clothesline	
Care of washing machine	
Care of iron	
Handwashing	

TERMINAL-SECONDARY PROGRAM

GOOD GROOMING UNIT

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
A. **General Fitness**	
Diet Rest Exercise Proper medical and dental care	
Class makes "good grooming boxes" for storage of grooming equipment	Equipment: Articles used for good grooming
Discuss importance of first impressions with reference to cleanliness, neatness, posture, weight, vitality	Use pictures to illustrate. Class looks through magazines to find pictures depicting good grooming for bulletin board. Look for pictures depicting good health habits.
Review filmstrips and follow with class discussion	Filmstrips: 1331 Sleep and Rest 2001 Science and Personal Appearance
	Films: Sleep for Health (10 minutes) Let's Be Clean and Neat (11 minutes) Body Care and Good Grooming (20 minutes) Young Mother Hubbard
	Good Grooming and Health Educational Units Bristol Myers Education Department, G.M. 45 Rockefeller Plaza New York 20, N.Y.

TERMINAL-SECONDARY PROGRAM

GOOD GROOMING UNIT

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
B. Personal Cleanliness	
1. Daily bath; shower or sponge - perspiration a. take a bath, etc. b. use a deodorant c. wear clean clothing	Make bulletin board displaying equipment necessary for bathing (wash cloth, towel, soap, etc.). Arrange around a picture of bath or shower.
Discuss importance of body cleanliness. Discuss adjustments one can make to different conditions and lack of equipment.	**Necessary items:** toothbrushes, combs, soap, wash cloth, clothes brush
Class plan daily routine for establishing cleanliness, health, and rest. Print points on blackboard for discussion.	
Students who are capable may copy schedule for their good grooming notebook. Many will derive satisfaction from printing material-even though they are unable to read it they understand and recall content.	Rules newsprint and pencils
Dramatize: Play charades - guess games Brushing teeth, combing hair, washing neck, ears, etc. Brushing clothes	**Filmstrips:** 2190 You and Your Grooming 3450 Keeping Neat and Clean 3502 Grooming 3873 Your Best You **Films:** Good Grooming for Girls (10 minutes)
Class draws picture illustrations of good grooming practices. Those unable to do this may find illustrations. Paste on roll of white paper to make movie	Class makes movie projector with wooden rollers to be fastened to beginning and end of "Good Grooming Movie."

TERMINAL-SECONDARY PROGRAM

GOOD GROOMING UNIT

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
2. Brushing Teeth	Equipment for display: empty toothpaste carton, toothbrush, pictures of child brushing teeth
Teach proper use of toothbrush, toothpaste or powder Daily routine for brushing teeth after lunch; check teeth after brushing	Construct a toothbrush holder for the class. Use cup hooks and labels. A piece of heavy plywood is suitable and may be hung on the wall and easily removed by the teacher for distribution of the brushes to pupils.
Class looks for pictures on dental care to be used for discussion and on bulletin board	Excellent bulletins, stories, and pictures are available through the American Dental Association, 222 East Superior Street, Chicago 11, Illinois and from the National Dairy Council, 11 North Canal Street, Chicago, Illinois. Filmstrip: 2934 Your Teeth and Their Care Films: Judy's Smile Teeth Are To Keep The Teeth
3. Nose, Throat, Eyes and Ears	
Nose picking, coughing, sneezing; use of Kleenex	Pictures for discussion - Kleenex
Discuss picking nose from appearance as well as health standpoint	Filmstrips: 1755 Health and Eyes 1825 Your Eyes At Work
Demonstrate Refrain from putting hands and objects in eyes, nose and mouth Stress cleaning matter from corners of eyes	Films: Hear Better, Healthy Ears (10 minutes) Your Eyes (10 Minutes) Eyes Bright (10 minutes)

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
4. **Menstrual Hygiene**	
Encourage self-help and personal hygiene	Girls are requested to have a change of undergarments at school in the event that a change is necessary. Label package with girl's name.
Ask school nurse to visit class and discuss personal hygiene for girls during the menstrual period	
Encourage girls to engage in some moderate activities, not to just sit unless they have cramps, etc.	
C. **Care of the Skin**	
Have pupils bring pictures of care of skin to class. Make skin care section for good grooming notebook. Cut and paste appropriate pictures.	Pictures; soap wrappers, wash cloth, towel, brushes, Kleenex, etc.
Bulletin board displaying pictures and objects used in skin care	Wash cloth, cleansing cream, soap, bath brush, hand brush, etc.
Discuss proper care of skin: washing, cleansing, and drying. Demonstrate various methods of cleaning the skin.	
Makeup:	
Choice of color and proper application	If possible, invite a resource person (possibly a parent or friend) to demonstrate the following: a. Selection of and applying makeup b. Skin care when makeup is used c. Social graces (applying makeup in public, etc.)
Stress using only own lipstick, comb, powder puff, etc.	
Shaving for boys:	
Demonstrate shaving routine	

TERMINAL-SECONDARY PROGRAM

GOOD GROOMING UNIT

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
D. **Care of Hands and Feet**	
Cleanliness: Discuss cleanliness from appearance as well as health standpoint	**Filmstrips:** 4458 Hands Right 2188 Your Hands and Feet
Smoothness: Discuss causes of roughness, use of lotions and/or creams	
Well kept nails -- manicures Demonstrate care of nails Set aside definite time each week for nail care. Provide each pupil with necessary equipment.	**Equipment needed:** Individual plastic handbasins, emery boards, orange sticks, cotton, cuticle oil, polish remover, colorless nail polish, manicure scissors, lotion, hand towels.
Foot Care Diseases of the feet Athletes foot - prevention and cure Method of trimming toenails - danger of picking toenails Discuss function of the feet	**Film:** Healthy Feet (11 minutes)
E. **Hair Care**	
Discuss importance of combing, brushing, shampooing, curling and styling hair	
Discuss importance of hair care, methods of shampooing, brushing, curling, etc.	Provide combs and brushes of various types for good grooming kits
Demonstrate brushing methods	**Filmstrip:** 2187 Your Hair
Stress importance of covering shoulders when brushing hair and checking clothes after combing hair for loose hairs and dandruff	

(Continued)

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
E. Hair Care (Continued)	
Care of combs and brushes Show how to clean combs and brushes	Ammonia water, stiff brush, a tall container to hold combs and brushes
Discuss avoidance of combing hair in public	
Demonstrate how to curl hair - pin curls and rollers. Ask girls who curl their own hair to demonstrate techniques	Bobby pins, curlers, hairnet, hair dryer
F. Good Posture	
Discuss necessity of good posture - stress reasons for good posture Appearance - effect of good posture on health and appearance Relationship of good posture and good health Have class demonstrate good posture in sitting, walking, standing	Wall charts and pictures Class cuts out pictures of good postures from magazines to illustrate Use full-length mirror for checking appearance
Posture improvement - discuss methods of improving posture through exercises, adjustment of table and chair heights to the individual's needs.	
Exercises for posture improvement Daily exercises should be included in the class schedule. Give special attention to the posture improvement exercises.	Suitable records for exercising: "Reduce in Record Time" "The Living Method Course" by Evelyn Loewendahl (a series of four records with booklet enclosed)
Ask school nurse to assist in checking individual postures. Carry out recommended suggestinns for posture improvement	Filmstrips: 1334 Straight and Tall 2015 Posture

(Continued)

AREAS AND ACTIVITIES	INSTRUCTIONAL AIDS AND SUGGESTIONS
F. Good Posture (Continued)	
Select a posture "King and Queen" as suggested in movie	**Films:** Move Better (10 minutes) Walk Better (9 minutes)
Practice graceful walking - girls act as models	**Model to records:** "Alice Blue Gown" "Easter Parade"
G. Care of Clothing	
Responsibility for care of clothing	
Discuss and list ways in which you can help to care for clothing such as: 1. Hanging up clothes 2. Turning clothing right side out 3. Changing clothes after school 4. Advising mother of need for repairs or 5. Making repairs, sewing on buttons, etc. 6. Washing and ironing	
Discuss neatness, stress belts tied and shirts tucked inside	
Demonstrate proper methods of hanging, brushing, and folding	

TERMINAL-SECONDARY PROGRAM

WORK AND COMMUNITY LIVING

	SHOP	SCHOOL SERVICE	HOME SERVICE	GROOMING
SEPTEMBER	Explain duty chart and proper procedure for each assignment. Rules for safety regarding tools and equipment. Paste names on assigned boxes. Various finger dexterity tests, practice with peg boards, assorted nuts and bolts, hand tools, etc.	Ditto machine operation and care, identify cause of misprints. Sorting, stapling, folding, cutting if required. Set up work order board and specify procedures Practice proper table setting and select workers for cafeteria duty (one for each week)	Demonstrate equipment and methods for routine cleaning. Include such items as mirror, wash basin, table tops, woodwork, floors. Clean and arrange cupboards, drawers, shelves Take inventory of the contents at time the cleaning is done	Standards expected with emphasis on personal cleanliness as an obligation to companions. Demonstrate shaving techniques, give helpful hints Issue kits for good grooming of teeth, hands, fingernails Set up procedure for weighing and recording weights
OCTOBER	Wire work: Learning to handle wire cutters, pliers, specified lengths and completing demonstrated shapes and designs. Final design to be frame for face mask. Pupils will cover frame with papier mache, then tempera paint	Package wrapping, using string and tape. Gift wrapping-demonstrate tying bows, etc. Stuff envelopes with one or a variety of items Sort variety of items as to size, shape, color, texture, etc. Stack books, packages, various size cans, etc.	Car washing, polishing and cleaning of the interior Tire changing - put emphasis on safety	Clothing - appropriate type for occasion and weather Care of clothing Proper shoe care and techniques for polishing Proper use of handkerchief
NOVEMBER	Woodworking with simple hand tools. Trace pattern for planter on plywood, cut with coping saw; nail, file, sand, and stain (3 per class)	Train several pupils on operation of filmstrip and movie projector. Have the rest of class observe. Demonstrate proper moving methods for furniture and other heavy items. Demonstrate use of cart and dolly	Fill planters, plant bulbs; assign two pupils to water these and the other plants Let individual pupils try planting unidentified seeds in milk cartons	Proper procedure for taking a bath Foot care and dangers of neglect Discuss ways in which germs may be spread and controlled

TERMINAL-SECONDARY PROGRAM

WORK AND COMMUNITY LIVING

	SHOP	SCHOOL SERVICE	HOME SERVICE	GROOMING
DECEMBER	Christmas presents to take home: plaster of Paris ash tray decorated with 1/4" tile work and design markings of various fixtures from copper and aluminum foil	Construct Christmas decorations for classroom and halls Fill requests from the other teachers for construction related to the season	Demonstrate showing courtesy to guests: seating hanging coats ash trays noise	Do's and don'ts" of eating Emphasis on over indulgence and unbalanced diet Stress real price of smoking tobacco in relation to health, etc.
JANUARY	Book rack construction for instruction in use of cross-cut and box saw, hand-drill, screws (to be flat-heads and countersunk), use of enamel and paint Carpenter's steel square to be used for checking and Jack plane for trimming corners to specified design	Jig-saw puzzles - repair methods Stress conservation of plywood sheet when part is traced and cut	Hazards in the home to be aware of: lack of ventilation poison in various forms electrical outlets, spontaneous combustion and other causes of fire	Good posture; ways to attain and maintain it Importance of maintaining good posture
FEBRUARY	Orientation and authorization of certain pupils to use certain power tools (drill, sander, vibrator saw) Stripping several pieces of old furniture with paint scrapers and limited amounts of paint remover, sand down for refinishing	Woodwork cleaning, methods used Paint or varnish various pieces of furniture which have been prepared	Get acquainted with the sewing machine, using the iron and the vacuum cleaner	Construct a scrapbook to contain various magazine articles which advertise products for good grooming First section to be on hair care. Discuss chances of product doing all that is claimed. Demonstrate practical means and methods of caring for the hair

TERMINAL-SECONDARY PROGRAM

WORK AND COMMUNITY LIVING

	SHOP	SCHOOL SERVICE	HOME SERVICE	GROOMING
MARCH	Picture frame construction without nails Boards and corners to be joined with glue and dowels by using brace, bit, and clamps Engrave design on frame with tools from wood-cutting sets. Several of the pupils may be allowed to design with the wood burning set	Identification and practice with rake, hoe, shovel and other garden tools Weeds and grass to be cleared from playground Instruction in proper way to dig, weed, prune, rake, trim, water, use of hand mower and wheel barrow	Bundling old newspapers in neat bundles of 25 lbs. Teacher and pupils may contribute papers and the S.A. will pick them up when 200 lbs. has been bundled Proper use and application of furniture wax	Second section of scrapbook to emphasize dental care Types of common dental problems to be identified Stress dangers of using abrasive type cleaning agents Proper routine for brushing teeth
APRIL	Weaving: Fasten 1/4" hardware mesh to picture frames made in March. Make designs by weaving colorful yarns through the mesh Make one large frame to be used as a room divider After completing above items, make wooden frames, 8" square with nails protruding, to weave pot holders, etc.	Site for garden to be furrowed and planted with a variety of seeds. Some of the seeds to be for planted for Halloween pumpkins Crews to weed and water during P.E.	Proper washing, rinsing and drying of individual items Removal of spots from various types of fabric Upholstery cleaning	Section in scrapbook to emphasize skin care as shown by picture ads Proper care for the skin and of pimples, with emphasis on proper washing, cleansing, and drying
MAY	Taking apart various items with a minimum of time and a maximum of salvage, and with safety Items to include scrap T.V. cases for wood, nuts,	Flyer sheets to other teachers offering to make simple repairs or renovate various games and toys needing such treatment	Practice and instruction in proper methods of lubricating simple tools, toys, and hand-powered appliances	Section in scrapbook to emphasize eye and ear care, to be followed by items on proper rest

(Continued)

TERMINAL-SECONDARY PROGRAM

WORK AND COMMUNITY LIVING

	SHOP	SCHOOL SERVICE	HOME SERVICE	GROOMING
MAY (Continued)	bolts, screws, and wire Have some pupils try to re-assemble the items they have just dismantled Scrap electric motors or generators dismantled for scrap copper. All of the above items are available for the asking at most repair shops			
JUNE	Make award certificates and plaques by sand casting, block printing with forms cut in styrofoam, engraved sheets of copper foil. Awards to go to individual pupils for perseverance, effort, or achievement throughout the year	Inventory and appraisal of all tools, supplies and furniture (Repair Requisition for those items in need of repair)	Ideas for vacation activities	Simple first-aid plus "do's and don'ts" in various emergencies Practice buckling car seat belts and encouraging their regular use.

APPENDIX

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UNITS OF STUDY THAT NEED CONSTANT REINFORCEMENT

In addition to developing the self-help skills described in the San Francisco Social Competency Scale, the following activities will need continuous emphasis:

extensive field trips to stores, transportation facilities. sheltered workshops, and businesses that sub-contract with the training center and sheltered workshop

a variety of free-time activities

usefulness in the home

methods and use of transportation facilities

activities of daily living

understanding safety rules and the use of traffic signals

use and identification of money, tools, equipment, various types of materials

types of jobs and skills required

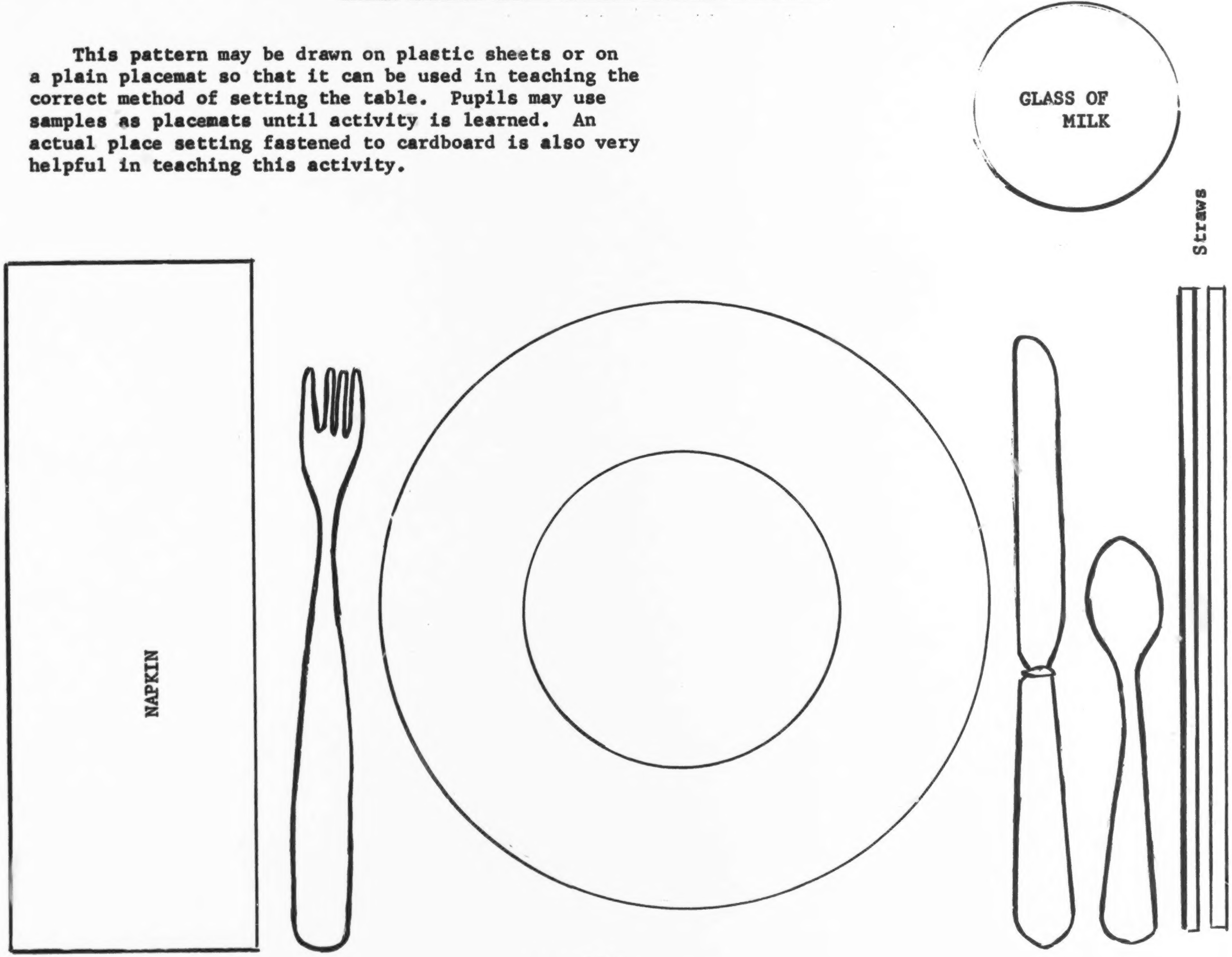
personal appearance, health, and human relationships

SUGGESTED FILM CALENDAR SCHEDULE

SEPTEMBER	OCTOBER	NOVEMBER
Films: "Teeth Are To Keep" "Judy's Smile"	**Filmstrips:** 3598 "You're On Parade" 3873 "Your Best You"	**Films:** "Healthy Feet" "How To Catch A Cold" "Goodbye, Mr. Germ" **Filmstrips:** 2188 "Your Hands and Feet" 4458 "Hands Right"
DECEMBER	**JANUARY**	**FEBRUARY**
Films: "Health In The Home" "Foods That Build Good Health"	**Films:** "Move Better" "Walk Better" "Posture Pals" **Filmstrips:** 1334 "Straight and Tall" 2015 "Posture"	**Filmstrips:** 2187 "Your Hair" 2001 "Science and Personal Appearance"
MARCH	**APRIL**	**MAY**
Films: "The Teeth" **Filmstrips:** 3597 "Tale Of A Toothbrush" 2934 "Your Teeth And Their Care"	**Films:** "Sleep For Health" "Hear Better, Healthy Ears" "Your Eyes" "Eyes Bright" **Filmstrips:** 1755 "Health And Eyes" 1825 "Your Eyes At Work"	**Films:** "Care Of The Skin" "Healthy Skin" **Filmstrips:** 2192 "Your Face" 2744 "Your Skin And Its Care"

PATTERN FOR THE TEACHING OF TABLE SETTING

This pattern may be drawn on plastic sheets or on a plain placemat so that it can be used in teaching the correct method of setting the table. Pupils may use samples as placemats until activity is learned. An actual place setting fastened to cardboard is also very helpful in teaching this activity.



GREETING AND ACTIVITY SONGS

GREETING SONGS

1. The More We Get Together

The more we get together, together, together
The more we get together
The happier we'll be.

For your friends are my friends
And my friends are your friends
The more we get together
The happier we'll be.

2. Name Song (Where Is __________?)

Where is __________
Where is __________
He is here, he is here,
We are glad to see you
__________ dear, __________ dear.

Repeat the verse using the names of several children in turn.

3. Here We Go Walking Round and Round

Here we go walking round and round,
Round and round, round and round.
Oh! won't you tell me what's your name?
(music stops, point to a child)
Hi! Robert (everybody says name of child)

ACTIVITY SONGS

1. Clap Your Hands

Clap your hands, clap your hands,
Clap your hands, 'til the music stops.

Shake your hands, shake your hands,
Shake your hands, 'til the music stops.

Swing your hands, swing your hands,
Swing your hands, 'til the music stops.

Swing your arms, swing your arms,
Swing your arms, 'til the music stops.

Nod your head, nod your head,
Not your head, 'til the music stops.

Stamp your feet, stamp your feet,
Stamp your feet, 'til the music stops.

2. Action Song Of The Body

My head, my shoulders, my knees, my toes
My head, my shoulders, my knees, my toes.

My eyes, my ears, my mouth, my nose
My eyes, my ears, my mouth, my nose.

3.

Sometimes I am tall -- (stand up and stretch
hands high over head)
Sometimes I am short -- (bend over)

ACTIVITY SONGS (Continued)

4. Ball For Baby

Here's a ball for Baby
Big and soft and round!

Here is Baby's hammer-
Oh! how he can pound.
(make hammer with fist)

Here is Baby's music-
Clapping, clapping so.
(clap hands)

5. Follow The Leader

Touch your eyes
Touch your nose
Touch your ears
Touch your waist
Touch your legs
Touch your feet
(stand up and touch parts of body)

6. Open, Shut Them

Open, shut them
Open, shut them
Give a little clap.

Open, shut them
Open, shut them
Lay them in your lap.

7. My Hands Upon My Head

My hands upon my head I'll place (hands on head)
On my shoulders - and on my face (hands on shoulders and on face)
At my hips and by my side (hands on hips, down by side)
Then behind me they will hide (hands behind you)
I will raise them way up high (hands high over head)
And let my fingers fly, fly, fly. (wiggle the fingers over the head)

Clap, clap, clap, and (clap hands)
One, two, three (count)
Just see how quiet they can be (fold the hands in the lap)

8. This Little Pig Went To Market

This little pig went to market (start with thumb)
This little pig stayed at home (2nd finger)
This little pig had roast beef (3rd finger)
This little pig had none. (4th finger)
This little pig cried, "wee,wee,wee", (5th finger)
and ran all the way home. (close hand into fist)

SAMPLE WEEKLY EVALUATION FORM

X = Satisfactory

NAME	ATTENDANCE	ATTEMPTED ASSIGNMENT	COMPLETED ASSIGNMENT	WORKED SAFELY	CLEANED UP	TEAMWORK	NOTATIONS

SAMPLE GOOD GROOMING EVALUATION FORM

X = Good
V = Needs to improve (second V in succession means an 0)
0 = Unacceptable (second 0 = note home)

NAME	CLEAN SKIN	CLEAN CLOTHES	NEAT FINGERNAILS	NEAT(Clean) HAIR	SHAVED	SHOES	WEIGHT Since many of the pupils are overweight the comment is on loss [illegible] gain

STOCKTON UNIFIED SCHOOL DISTRICT
Pupil Personnel Services Department
Special Education Office

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

Code:
0 - Never or rarely
1 - Sometimes or occasionally
2 - Usually or often
3 - Almost always or always
4 - To be used when item does not apply or the evaluator is unable to determine

Name ____________________

Evaluator ____________________

Date of Evaluation ____________________

Item	Activity	0	1	2	3	4	Remarks
Ambulatory	1. Carry solid objects						
	2. Carry fluid in open container						
	3. Carry as part of a team						
	4. Over changing surfaces (a) stairs						
	(b) inclines						
	(c) rough surfaces						
Standing	5. Erect with comfort						
	6. On rough surfaces						
	7. On heights						
	8. To lift from table height (a) light objects						
	(b) heavy objects						
	9. To lift from bench height (a) light objects						
	(b) heavy objects						
	10. To lift from floor (a) light objects						
	(b) heavy objects						
Reaching	11. To reach (a) forward						
	(b) sideways						
	(c) backwards						
	(d) downwards						
	(e) upwards						
Grasping	12. To grasp small objects (a) thin						
	(b) bulky						
	(c) flat						
	(d) upright						
	13. To grasp large objects (a) thin						
	(b) bulky						
	(c) flat						
	(d) upright						
	14. To grasp solid objects						
	15. To grasp pliable objects						

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

Name____________________

Evaluator____________________

Date of Evaluation____________________

Code:
0 - Never or rarely
1 - Sometimes or occasionally
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Item	Activity	0	1	2	3	4	Remarks
Holding	16. To hold (a) solid objects						
	(b) containers of fluid with ease and maintaining balance						
	(c) containers of fluid with endurance						
	(d) without movement						
Coordinated Movement	17. Rhythmic coordinated movement A. Body Movements a. repetitious bending, i.e. stacking on floor						
	b. repetitious squatting, i.e. lifting from floor						
	c. repetitious swaying, i.e. sawing or sweeping						
	d. repetitious shifting of weight, i.e. digging with shovel						
	B. Leg Movements a. alternating up and down, i.e. treadle sewing machine, electrical foot controls, etc.						
	b. controlled applied pressure, i.e. electrical knee controls, etc.						
	C. Arm Movements a. with controlled force, i.e. feeding into sewing machine, electrical saw						
	b. with wide range (a) vertical						
	(b) horizontal						
	D. Hand and Finger Movement a. gross movement, i.e. polishing, painting large objects, packaging, etc.						
	b. fine movement, i.e. typing, braiding, sorting, sewing, etc.						

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

Name________________________

Evaluator________________________

Date of Evaluation________________________

Code:
0 - Never or rarely
1 - Sometimes or occasionally
2 - Usually or often
3 - Almost always or always
4 - To be used when item does not apply or the evaluator is unable to determine

Item	Activity	0	1	2	3	4	Remarks
Identification	18. A. Identifying major tools: a. hammers, pliers, saws, etc.						
	B. Identifying various fastenings: a. household, i.e. door knobs, faucets, light switches, etc.						
	b. garments, i.e. zippers, buttons, laces, etc.						
Basic Skills	19. Basic Skills: (a) reading						
	(b) arithmetic						
	(c) spelling						
	(d) can identify common signs						
	(e) can tell time						
	(f) can make change						
	(g) can take measurements						
Personal Traits	20. Traits: (a) physical						
	(b) attention span						
	(c) appropriate dress and grooming						
	(d) cleanliness						
	(e) punctuality						
	(f) persistence						
	(g) initiative						
	(h) following instructions - oral						
	- written						
	(i) alertness						
	(j) dependability						
	(k) judgment						
	(l) ambition						
	(m) resourcefulness						
	(n) honesty: voluntarily admitting error						
	respecting property						
	(o) emotional stability						
	(p) independence						

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

(4)

Code:
0 - Never or rarely
1 - Sometimes or occasionally
2 - Usually or often
3 - Almost always or always
4 - To be used when item does not apply or the evaluator is unable to determine

Name ______________________

Evaluator ______________________

Date of Evaluation ______________________

Item	Activity	0	1	2	3	4	Remarks
	21. (a) Speech						
	(b) Telephone						
Desk	22. (a) Drawing straight line with pencils, using a ruler						
	(b) Cutting along line with scissors						
	(c) Opening envelope, removing and unfolding paper						
	(d) Folding new paper, placing in envelope and sealing envelope						
	(e) Writing or printing						
	(f) Erasing penciled writing						
	(g) Turning 5 pages of a book						
Eating	23. (a) Drinking from glass						
	(b) Drinking from cup with handle						
	(c) Spoon to mouth with food						
	(d) Fork to mouth with food						
	(e) Cutting meat						
	(f) Spreading butter on bread						
Dressing, Undressing, Appliances	24. (a) Undressing completely						
	(b) Undressing, help on fastenings						
	(c) Dressing completely						
	(d) Dressing, help on fastenings						
	(e) Handling accessory appliances - glasses						
	- hearing aid						
	- braces, etc						
Grooming, Bathing	25. Shaving or applying cosmetics - boys						
	- girls						
	26. Washing Body						
	27. Brushing Teeth						
	28. Combing Hair - boys						
	- girls						

CHECK LIST FOR TRAINING CENTER AND SHELTERED WORKSHOP

(5)

Code:
0 - Never or rarely
1 - Sometimes or occasionally
2 - Usually or often
3 - almost always or always
4 - To be used when item does not apply or the evaluator is unable to determine

Name____________________
Evaluator____________________
Date of Evaluation________________

Item	Activity	0	1	2	3	4	Remarks
Bathroom	29. (a) Into bathtub						
	(b) Out of bathtub, shower						
	(c) On toilet and adjusting clothes						
	(d) Cleansing						
	(e) Off toilet, adjusting clothes						
	(f) Washing hands						
Transportation	30. Can use public transportation to and from work - (a) paying fare						
	(b) knowing stops						
	(c) transfers						

STOCKTON UNIFIED SCHOOL DISTRICT
Pupil Personnel Services Department
Special Education Office

EVALUATION FORM FOR USE OF TRAINING CENTER SUPERVISOR

Evaluation of____________________

Date of Evaluation____________________

Types of Work Evaluated

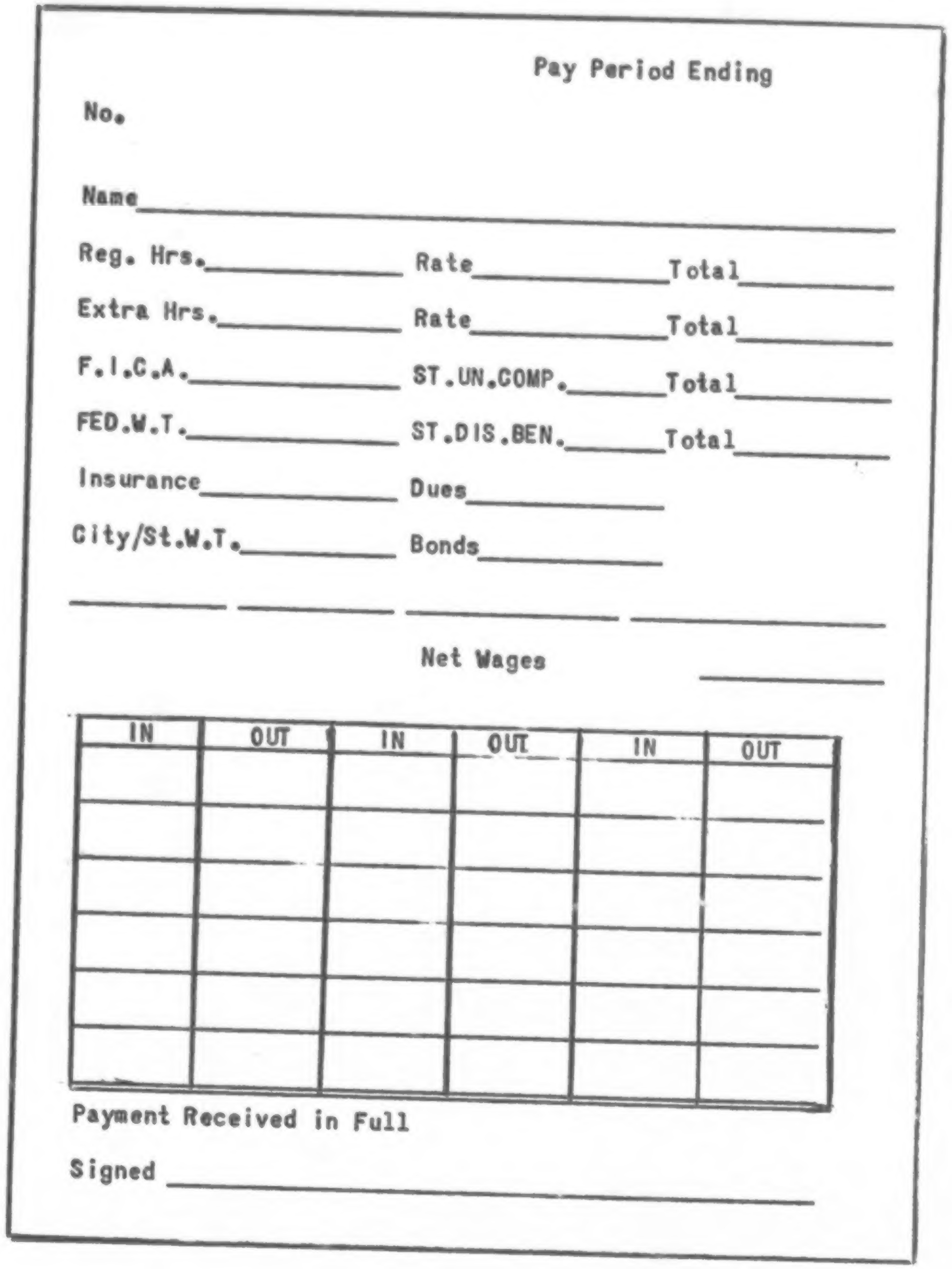
1. ____________________
2. ____________________
3. ____________________
4. ____________________

	Excellent	Good	Adequate	Poor	Unacceptable	Remarks
Motivation - Initiative						
Attitudes						
Accepts Supervision						
Cooperation With Other Clients						
Work Tolerance						
Aptitudes						
Emotional Tolerance						
Work Habits						
Tool Usage						
Operation of Equipment						
Quality of Work						
Quantity of Work						
Attendance						
Punctuality						
Attentiveness						
Safety Procedures						
Honesty Concerning Errors						
Comprehension of New Learning Situations						

____
Workshop Supervisor

SAMPLE TIME CARD

This is a sample of the punch card used at the Training Center - Sheltered Workshop. It is used to determine the hours worked, pay due, benefits and deductions, etc. The pupil uses this time card in conjunction with the time clock and needs instruction on how to use it. The date is recorded by the secretary.



Pay Period Ending

No.

Name__________________________________

Reg. Hrs.__________ Rate__________ Total__________

Extra Hrs.__________ Rate__________ Total__________

F.I.C.A.__________ ST.UN.COMP.______ Total__________

FED.W.T.__________ ST.DIS.BEN.______ Total__________

Insurance__________ Dues__________

City/St.W.T.__________ Bonds__________

________ ________ ________ ________

Net Wages ________

IN	OUT	IN	OUT	IN	OUT

Payment Received in Full

Signed ______________________________

INDEX TO CASE STUDY FOLDER

1. Identification (Inside Front Cover)
2. Pictures of Pupil (Paste Inside Back Cover)
3. Yearly Case Study Summary (Latest Year On Top)
4. Parent and Case Conference Reports
5. Psychometric and Clinical Services Reports
6. Speech Therapist Reports
7. Developmental Records
8. Test Results - Intelligence, Achievement, Others
9. Previous Case Study Materials
10. Other Material Should Be Contained in the Envelope Inside Front Cover

STOCKTON UNIFIED SCHOOL DISTRICT
Pupil Personnel Services Department
Special Education Office

CASE STUDY GUIDE

Name______________________________

TO BE MADE OUT IN DUPLICATE

Date______________________________

Teacher and School______________________________

Areas to include: I. Home and Family History; II. Personal History, Social and Emotional Adjustment; III. Scholastic Adjustment; IV. Pre-Vocational Planning and Work Experience; V. Suggestions for Next Year's Teacher.

BOOKS AND PUBLICATIONS AVAILABLE IN THE SPECIAL EDUCATION OFFICE LIBRARY

ANGEL UNAWARE, Dale Evans Rogers

ATTITUDES OF EDUCATORS TOWARD EXCEPTIONAL CHILDREN, Cruickshank, Haring, Stern

BRAIN-INJURED CHILD, Psychopathology and Education of, A. Strauss: L.E. Lehtinen

CLINICAL PROCESS, E.K. Beller

CONTEMPORARY PSYCHOTHERAPIES, Morris I. Stein

COUNSELING AND PSYCHOTHERAPY WITH THE MENTALLY RETARDED, C.Stacy: M. DeMartino

COUNSELING THE EMOTIONALLY DISTURBED, C. H. Patterson

EARLY EDUCATION OF THE MENTALLY RETARDED, Samuel A. Kirk

EDUCATING EXCEPTIONAL CHILDREN, Samuel A. Kirk

EDUCATION OF THE SLOW LEARNING CHILD, Christine P. Ingram

EMOTIONAL BLOCKS TO LEARNING, I. D. Harris

EXCEPTIONAL CHILD, THE (A Book of Readings), J. F. Magary, J.R. Eichorn

HELPING CHILDREN WITH SPECIAL NEEDS, R.F. DeHaan, J. Kough

IDENTIFYING CHILDREN WITH SPECIAL NEEDS, R.F. DeHaan, J. Kough

I RECLAIMED MY CHILD, L. Stout

LEARNING PERFORMANCE OF RETARDED AND NORMAL CHILDREN, G. O. Johnson, K.A. Glake

MENTAL DEFICIENCY, A. F. Tredgold

MENTAL DEFICIENCY "THE CHANGING LOOK", A.M. Clarke, A.B.D. Clark

MENTAL HEALTH IN THE HOME, L. S. McLeod

(Continued)

MENTAL MEASUREMENTS YEAR BOOK, O.K. Ruros

MENTAL RETARDATION, J. H. Rothstein

MENTALLY RETARDED, The, T. E. Jordan

MENTALLY RETARDED CHILD, The, M.L. Hutt, R.G. Gibby

MOTHER-CHILD INTERACTION IN PSYCHOSOMATIC DISORDERS, A.M. Garner, C. Wenar

PARENTS OF THE HANDICAPPED, Gunnar Dydwad

PSYCHOPATHOLOGY OF CHILDHOOD, P.H. Hoch, J. Zubin

PSYCHOLOGICAL PROBLEMS IN MENTAL DEFICIENCY, S.B. Sarason

PSYCHOTHERAPY WITH CHILDREN, C.E. Moustakas

READING CURRICULUM FOR THE MENTALLY HANDICAPPED, Sisters of St. Francis of Assissi, St. Coletta Schools

READINGS ON THE EXCEPTIONAL CHILD, Century Psychology Series, E. Philip Trapp, Philip Himelstein

REFLEXES TO INTELLIGENCE, S.J. Beck, H.B. Molish

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